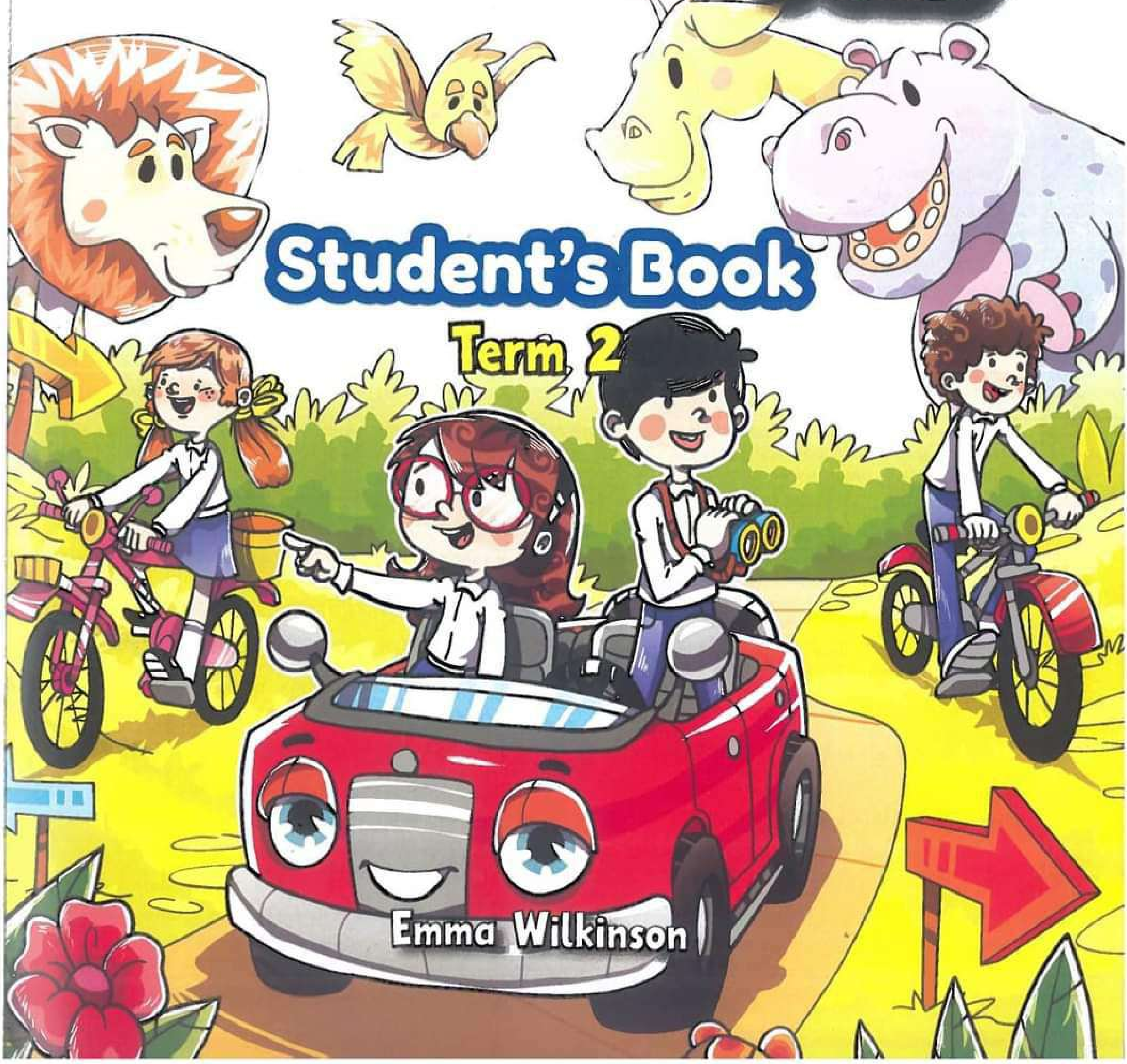
Connect Plus

Primary 3



Student's Book

Term 2

Emma Wilkinson

Foreword

This is a pivotal time in the history of the Ministry of Education and Technical Education (MOETE) in Egypt. We are embarking on the transformation of Egypt's K-12 education system (Education 2.0) starting in September 2018 with KG1, KG2 and Primary 1, continuing to be rolled out year after year until 2030. We are transforming the way in which students learn, to prepare Egypt's youth to succeed in a future world that we cannot entirely imagine. The rapid technological advancement and disruptions to industries and the workplace requires MOETE to undergo a major configuration of when to learn and what to learn. The foundational skills of literacy, numeracy and digital literacy are the core. Education at a young age also needs to be multidisciplinary to broaden students' horizons, integrating the essential soft skills and competencies such as communication and critical thinking into the school curriculum. There must be joy in learning so that students are motivated to engage in lifelong learning throughout their lives keeping up and staying ahead of changes in the world.

Curriculum is not the end but the beginning of the important process of changing Egypt's education system. MOETE is very proud to present this new series of textbooks, *Connect*, with the accompanying digital learning materials that capture its vision of the transformation journey. This is the result of much consultation, much thought and a lot of work. We have drawn on the best expertise and experience from national and international organizations and education professionals to support us in translating our vision into an innovative national curriculum framework and exciting and inspiring print and digital learning materials.

The MOETE extends its deep appreciation to its own Center for Curriculum and Instructional Materials Development (CCIMD) and specifically, the CCIMD Director and her amazing team. MOETE is also very grateful to the minister's senior advisors for curriculum and early childhood education. Our deep appreciation goes to Discovery Education, Nahdet Masr, Longman Egypt, UNICEF, UNESCO, World Bank Education Experts and UK Education Experts who, collectively, supported the development of Egypt's national curriculum framework. I also thank the Egyptian Faculty of Education professors who participated in reviewing the national curriculum framework. Finally, I thank each and every MOETE administrator in all MOETE sectors as well as the MOETE subject counsellors who participated in the process.

This transformation of Egypt's education system would not have been possible without the significant support of Egypt's current president, His Excellency President Abdel Fattah El-Sisi. Overhauling the education system is part of the president's vision of 'rebuilding the Egyptian citizen' and it is closely coordinated with the Ministries of Higher Education and Scientific Research, Culture, and Youth and Sports. Education 2.0 is only a part in a bigger national effort to propel Egypt to the ranks of developed countries and to ensure a great future to all of its citizens.

A Word from the Minister of Education and Technical Education

It is my great pleasure to celebrate this extraordinary moment in the history of Egypt where we launch a new education system designed to prepare a new Egyptian citizen proud of his Egyptian, Arab and African roots - a new citizen who is innovative, a critical thinker, able to understand and accept differences, competent in knowledge and life skills, able to learn for life and able to compete globally.

Egypt chose to invest in its new generations through building a transformative and modern education system consistent with international quality benchmarks. The new education system is designed to help our children and grandchildren enjoy a better future and to propel Egypt to the ranks of advanced countries in the near future. The transformation of the Egyptian citizen is Egypt's national project for the years to come and it is the only safeguard for a prosperous future.

The fulfillment of the Egyptian dream of transformation is indeed a joint responsibility among all of us; governmental institutions, parents, civil society, private sector and media institutions. Here, I would like to acknowledge the critical role of our beloved teachers who are the role models for our children and who are the cornerstone of the intended transformation.

I ask everyone of us to join hands towards this noble goal of transforming Egypt through education in order to restore Egyptian excellence, leadership and great civilization.

My warmest regards to our children who will begin this journey and my deepest respect and gratitude to our great teachers.

Dr. Tarek Galal Shawki

Minister of Education and Technical Education

Contents

Theme 3: How the world works

Theme 4: Communication

Scope and Sequence

How the world works

Unit	Vocabulary	Language	Reading	Phonics
7 Where are the family?	**Life stages:** *baby, toddler, child, teenager, adult, elderly person* **Inherited traits:** *adapt, behave, characteristics, inherit, litter, newborn, offspring, organism, species, survival, trait* **Plants:** *bulb, cell, pollen grains, reproduce, seed*	*I used to have long hair, but now it's short.* *I didn't use to be able to ride a bike, but now I can.*	A text about identical twins; a text about animal families; a text about plant and animal adaptations	ew, u-e, ue *new, used, blue*
8 At the museum	**Art:** *ancient, modern, artifact, tool, clay, sculpture, portrait, tomb, jewelry, necklace, bracelet, geometric pattern* **Making art:** *abstract, fine, realistic, shade, sketch, three-dimensional, tone*	*How much clay is there?* *There is a lot of clay.* *How many bracelets are there?* *There aren't any bracelets.*	A text about art in ancient Egypt; a text about art in modern Egypt	-ture, -sure *sculpture, treasure, measure, sea creature*
9 At the hospital	**Health:** *treatment, disease, sore, injury, medicine, operation, scan, surgery, treatment, X-ray, infection* **Medical instruments:** *bandage, blood pressure monitor, crutches, face mask, first-aid kit, stethoscope, syringe, wheelchair*	*If my little brother has an accident, he cries.* *Plants die if you don't water them.* *They must drink lots of water.* *You mustn't eat in the classroom.*	A health and safety quiz; a text about getting to hospital in Australia	Homophones *where/wear, see/sea, write/right*
Review 3	Revision from Units 7-9			
Non-fiction reader	The Grand Egyptian Museum			

How the world works

Life skills	Values	Issues and challenges	Integrated cross-curriculum topics
Critical thinking Empathy	Appreciation of science Curiosity	Environmental responsibility	**Science:** Inherited traits, animal babies Adaptation in animals and in plants Reproduction in plants
Participation Communication	Cooperation Curiosity Respect Independence	Community participation Loyalty and belonging	**Art:** Shading **Math:** Geometric patterns
Problem-solving Self-management	Independence Appreciation of science	Therapeutic health	**History:** Medicine in the past and medicine now
Self-management Communication	Loyalty and belonging		
	Curiosity	National unity	

How the world works

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Scope and Sequence

Communication

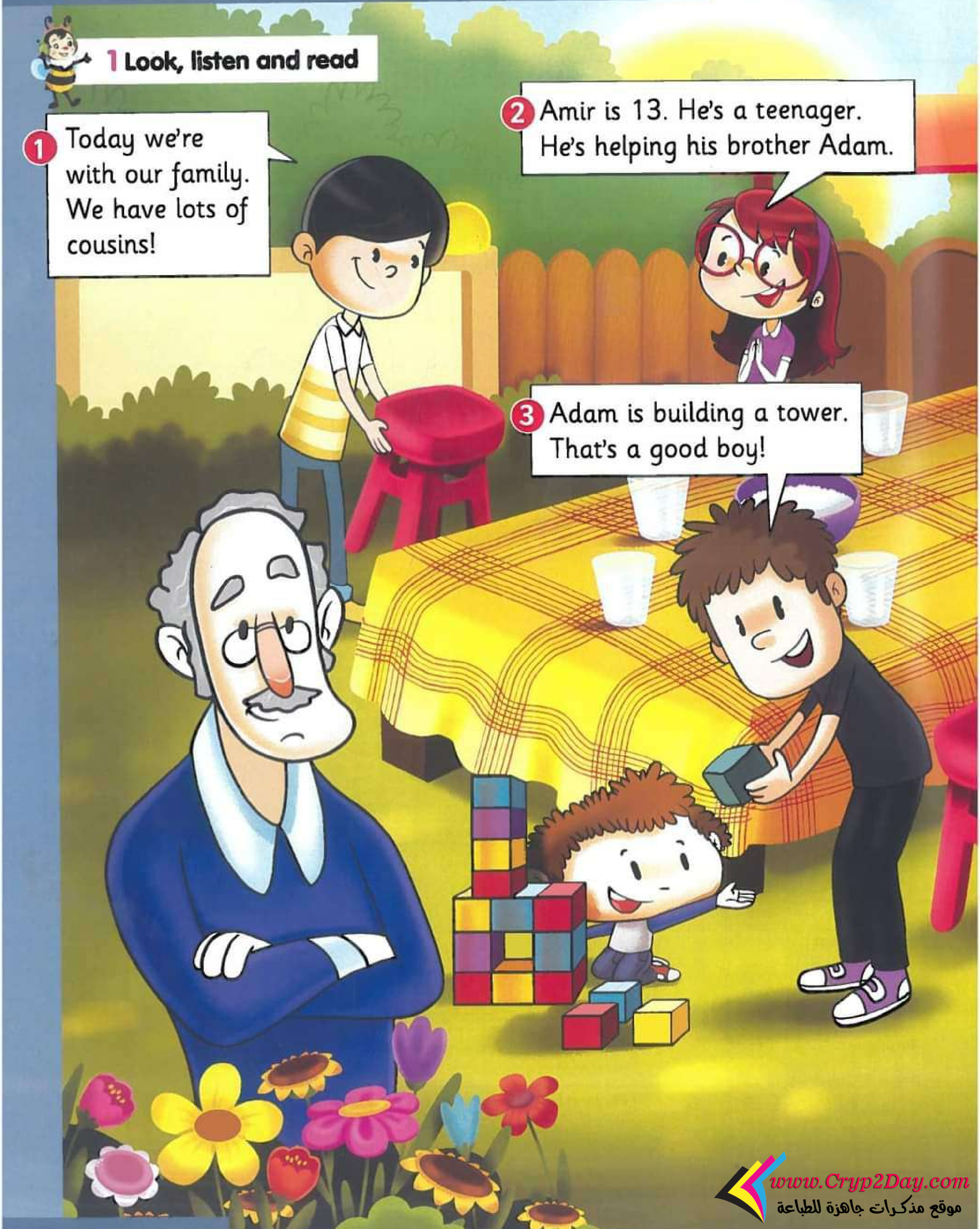
Unit	Vocabulary	Language	Reading	Phonics
10 We love adventure!	**Magnetism:** *attract, compass, magnet, magnetic field, navigate, needle, pole, repel* **Forces:** *contact force, friction, magnetism, pull, push* **Types of motion:** *balance, bounce, drop, hit, land, roll*	*If an object is magnetic, a magnet will pick it up.* *If I push the pencil, will the ruler move?* *Will the ball drop if I move this?*	A text about different kinds of forces: friction, contact	'g' as 'j' *energy, gentle, bandage*
11 Keep in touch	**Technology and communication:** *cell phone, email, laptop, letter, radio, telegraph, telephone, television, typewriter, World Wide Web* **Parts of a computer:** *CPU, hard drive, keyboard, memory, monitor, mouse, printer, storage*	*Billions of emails are sent every day.* *Is the World Wide Web used by lots of people? Yes, it is!* *The first email was sent in 1971.*	A text about old and modern types of transportation; a text and table about the pros and cons of different types of transportation	aw, au, or *audio message, Morse Code, draw*
12 Community connections	**Newspapers:** *advertisement, article, byline, caption, cartoons, headline, sports, weather* **A newspaper story:** *editor, graphic designer, interview, issue, layout specialist, manager, public service message*	*Sherif was walking in the park. He wasn't looking where he was going.* *Why were you traveling on the bus yesterday?*	A text about how newspapers are made; a text about sources of news	-le, -el, -al endings *article, vehicle, tunnel, musical*
Review 4	Revision from Units 10-12			
Fiction reader	*Nesma's Invention*			

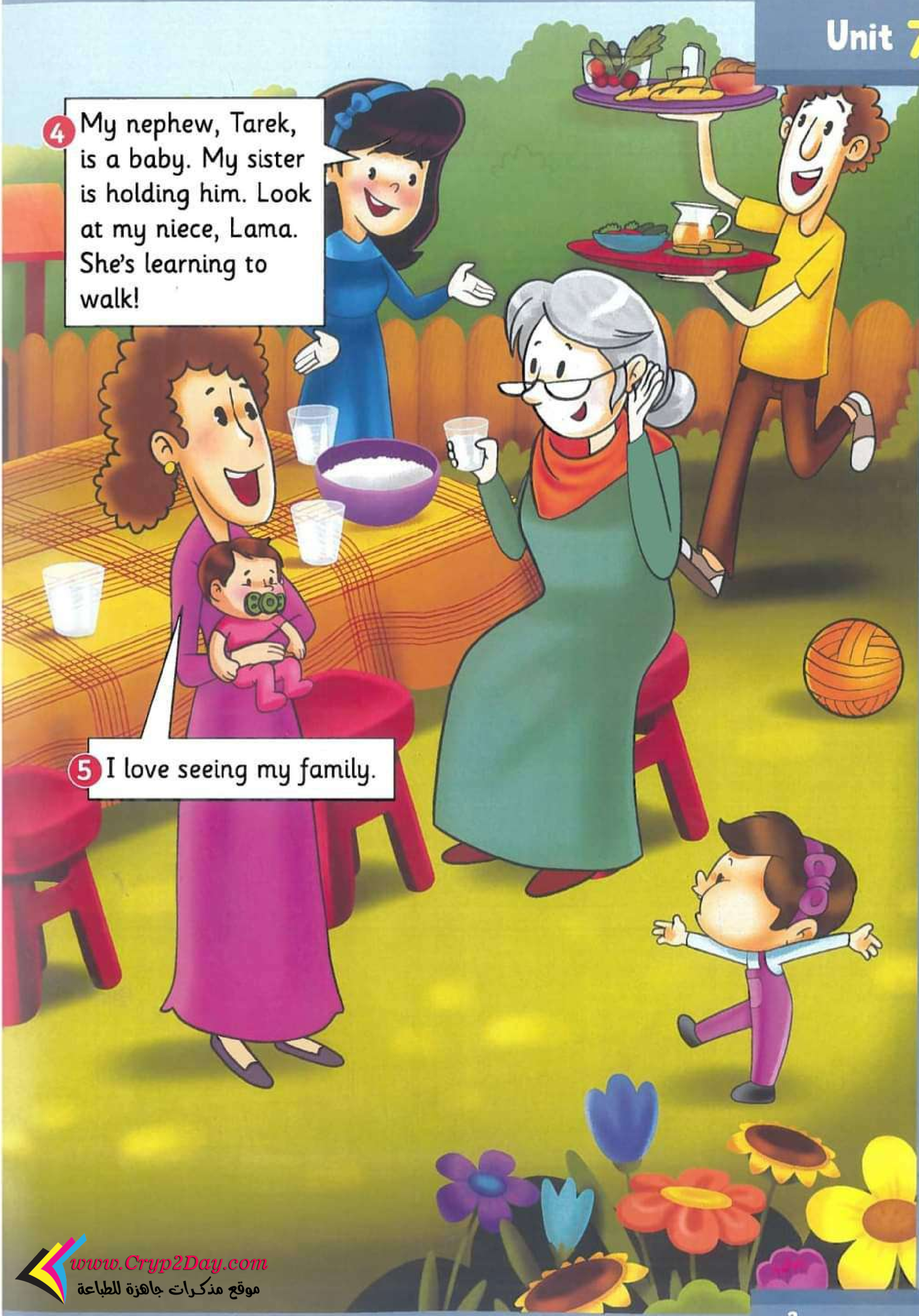
Communication

Life skills	Values	Issues and challenges	Integrated cross-curriculum topics
Collaboration Participation Creativity	Independence Curiosity Appreciation of science	Technological awareness	**Science:** Friction experiment Use of magnets in modern life
Critical thinking Problem-solving Communication	Curiosity Appreciation of science	Technological awareness Sustainable development	**ICT:** Communication now and in the past
Collaboration Communication Problem-solving	Curiosity Work ethics	Digital citizenship	**Media:** Making newspaper, sources of news
Collaboration Communication			
Participation Problem-solving Creative thinking Resilience	Curiosity Appreciation of science Perseverance and independence	Technological awareness Social responsibility	

Unit 7 Where are the family?

1 Look, listen and read

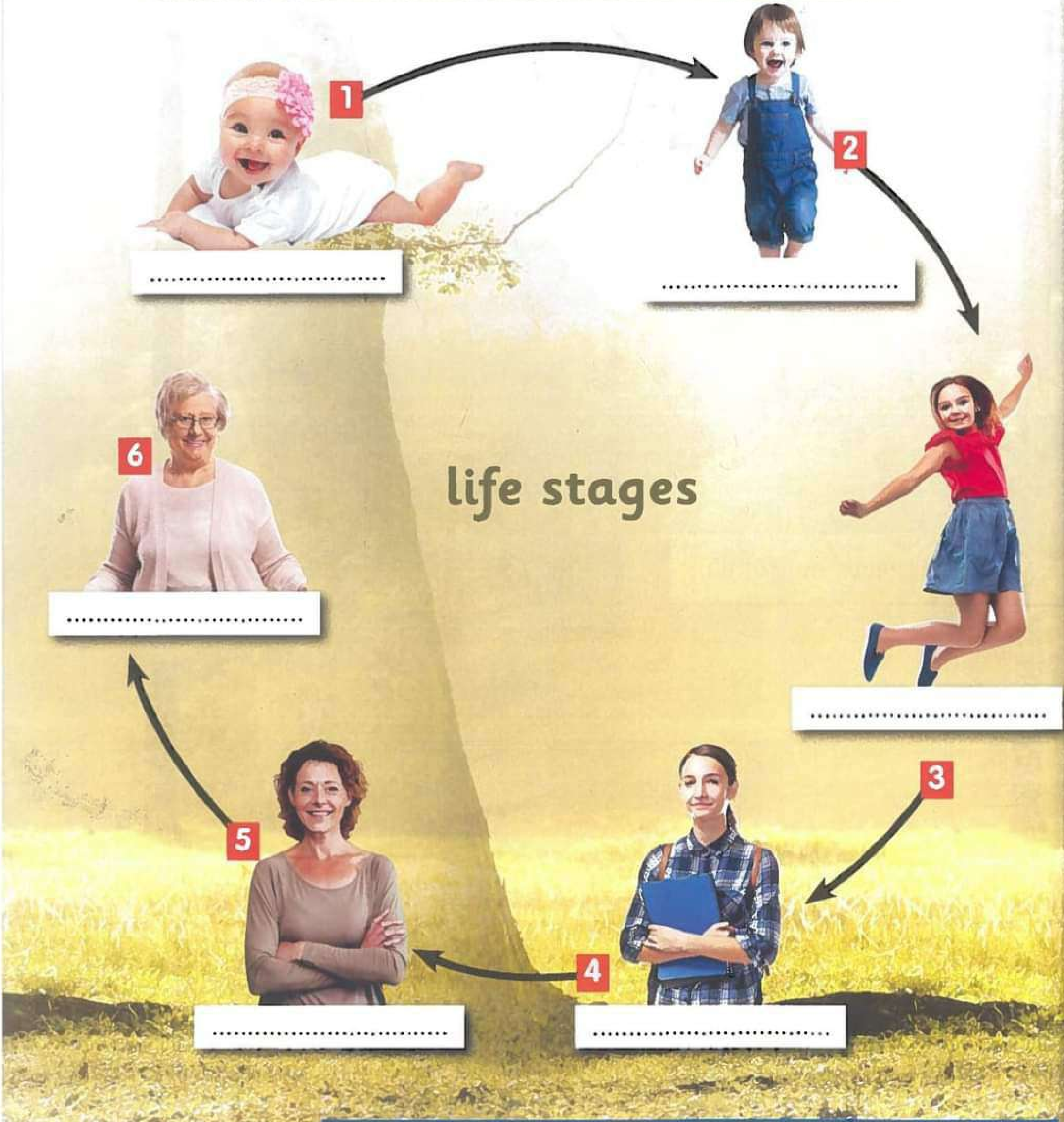



4 My nephew, Tarek, is a baby. My sister is holding him. Look at my niece, Lama. She's learning to walk!
5 I love seeing my family.

Let's look at words

2 Look and write. Listen, check and say

adult teenager baby elderly person child toddler



Vocabulary: *adult, baby, child, elderly person, teenager, toddler*

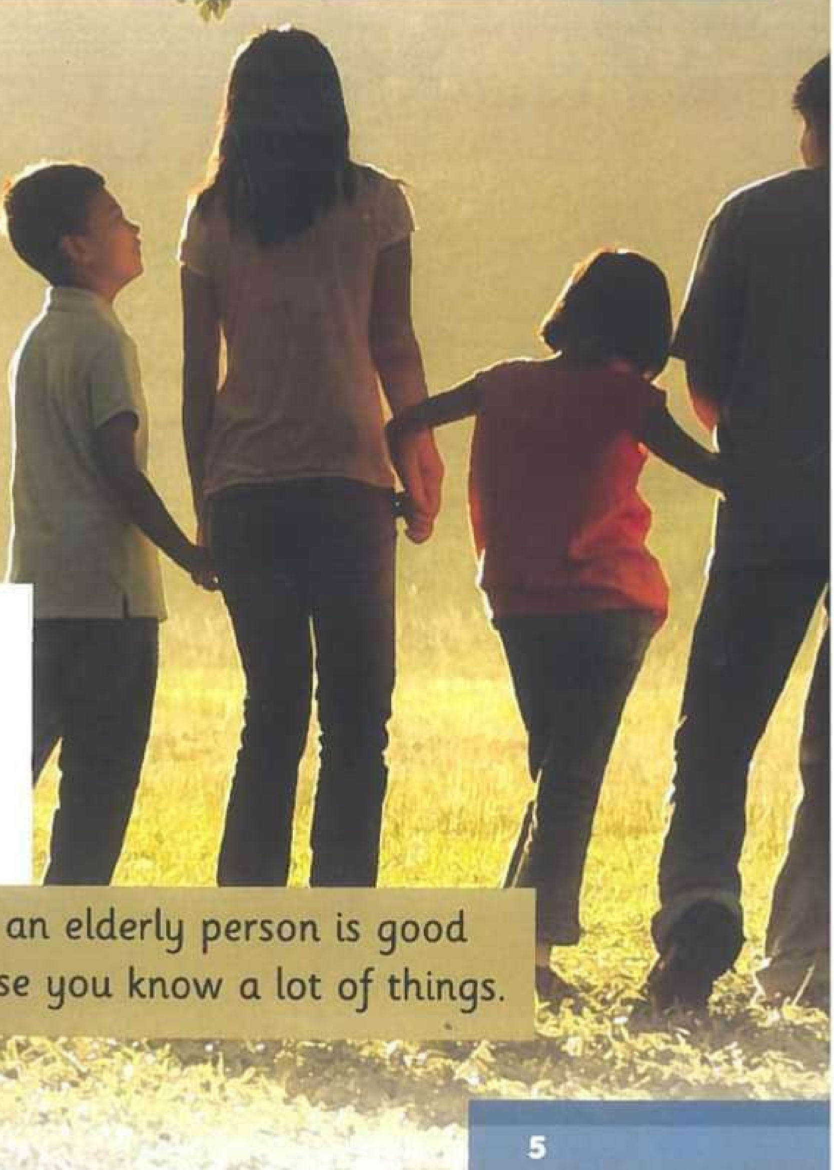
3 Who am I? Read and write

4 Listen and check

1 I can walk, run, jump and swim. I go to work and look after my family. ....adult.........
2 I go to school and I help my parents. I'm thinking about what I want to do after school. ....
3 I'm learning a lot about the world, and I'm learning to walk. ....
4 I used to work, but now I don't. I like being with my family. I look after them and they look after me! ....
5 I go to school and I play with my friends. I'm taller than I was last year. ....
6 I can't walk or talk, but I sleep a lot and I like playing. ....

5 Think and say

What is good about each of the life stages?



Being a toddler is fun because you are learning a lot and you play lots of games.



Being an elderly person is good because you know a lot of things.

Language use:
Tense review



1 Listen, read and say



2

Last year I **learned** to swim.



1

I **go** to school.



4

We **have lived** in this house all my life.



3

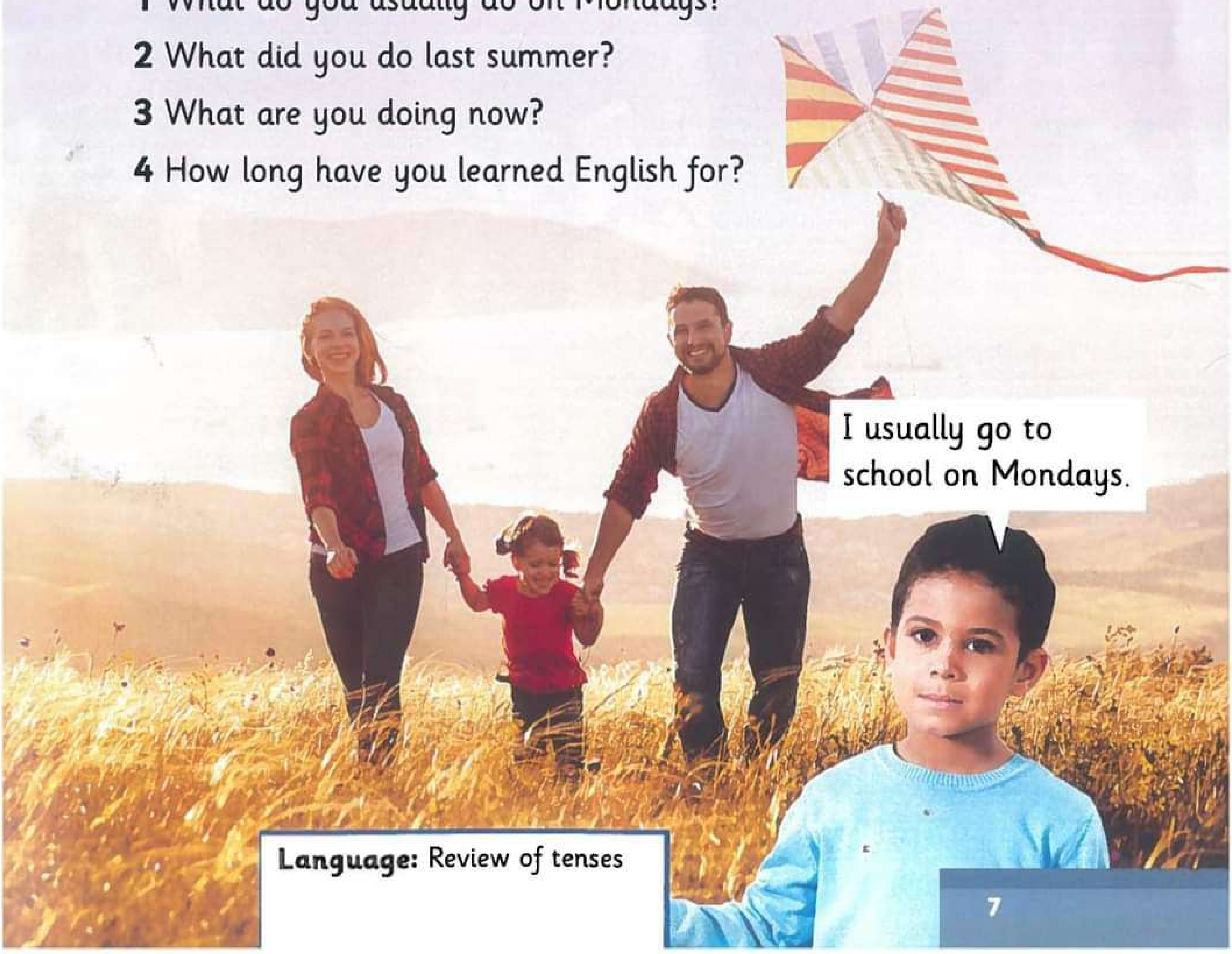
My little sister **is learning** to read.

2 Read and circle

1 Last month we **visit / visited** my grandparents.
2 I've never **climbed / climb** a mountain before.
3 Today I'm **riding / ride** my bike to the park.
4 I usually **help / helped** my parents at the weekend.
5 I **couldn't / can't** use a computer when I was four.
6 Look, I've **painted / painting** a picture of you!

3 Read, think and answer about yourself

1 What do you usually do on Mondays?
2 What did you do last summer?
3 What are you doing now?
4 How long have you learned English for?



Language: Review of tenses

Language use:
Review of "used to"



1 Read and match

1 I didn't use to be able to ride a bike, but now I can.

2 I used to have long hair, but now it's short.

3 I used to be able to wear this white shirt, but now it's too small.

4 I didn't use to be able to cook, but now I can make cakes.









1 Look and write

Talia is nine. Look and complete



~~glasses~~	short, curly hair	glasses
play tennis	catch a ball	long hair

1 Talia didn't use to wear ......glasses...... .

2 Now she wears ....

3 Talia didn't use to be able to ....

4 Now she can ....

5 Talia used to have ....

6 Now she has ....

2 Read and complete for yourself

I didn't use to be able to …	
Now I can …	
I used to have …	
I didn't use to have …	
Now I have …	

Language: Review of *used to*

Learn sounds with Busy Bee! ew, u-e, ue

1 Listen, point and say



I have a new pen.



I used to have short hair.



Dad has a blue car.

2 Read and say. Underline *ew, u-e* and *ue*



The shop had new, blue jewels in June.



It's true! I used to play the flute.

3 Look, write and say

~~blue~~	~~cube~~	~~flew~~	flute	glue
jewel	June	new	true	used to

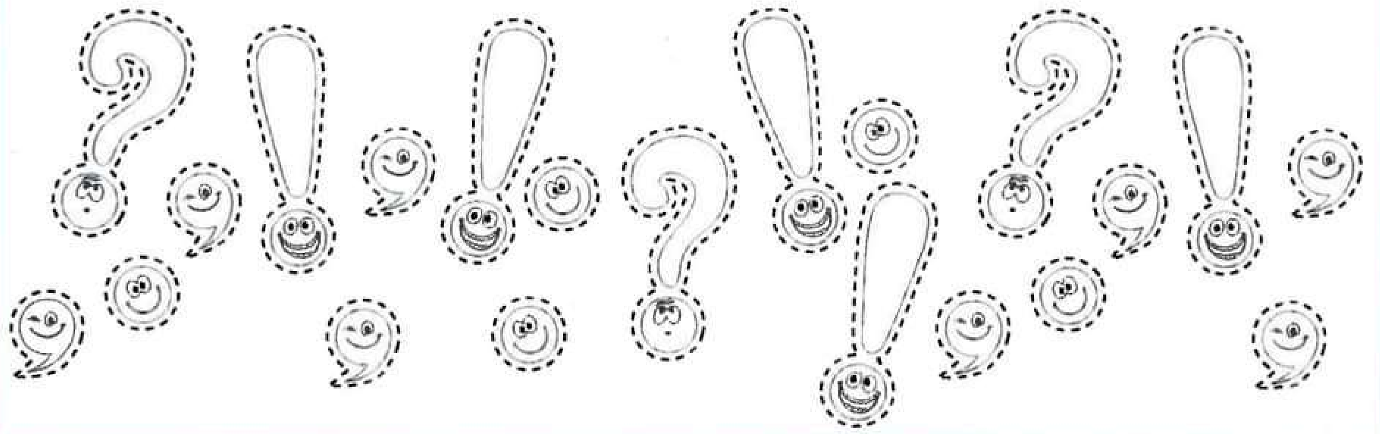
ew	u-e	ue
flew	cube	blue

Learn to write with Busy Bee!



4 Look and color

period: black
comma: yellow
exclamation mark: red
question mark: blue



Tip!

We use a period at the end of a sentence.
We use an exclamation mark at the end of a surprising sentence.
We use a question mark at the end of a question.
We use commas in a list and to connect two sentences.



5 Write the correct punctuation

1 What do you usually do on weekends?
2 Stop That road is dangerous
3 Tarek didn't use to speak English
4 I like reading books watching TV and playing with my brothers
5 Did Dad use to walk to school
6 That was an amazing game
7 I used to have long hair but now my hair is short

Writing skills: Punctuation

CLIL:
Science: Identical twins



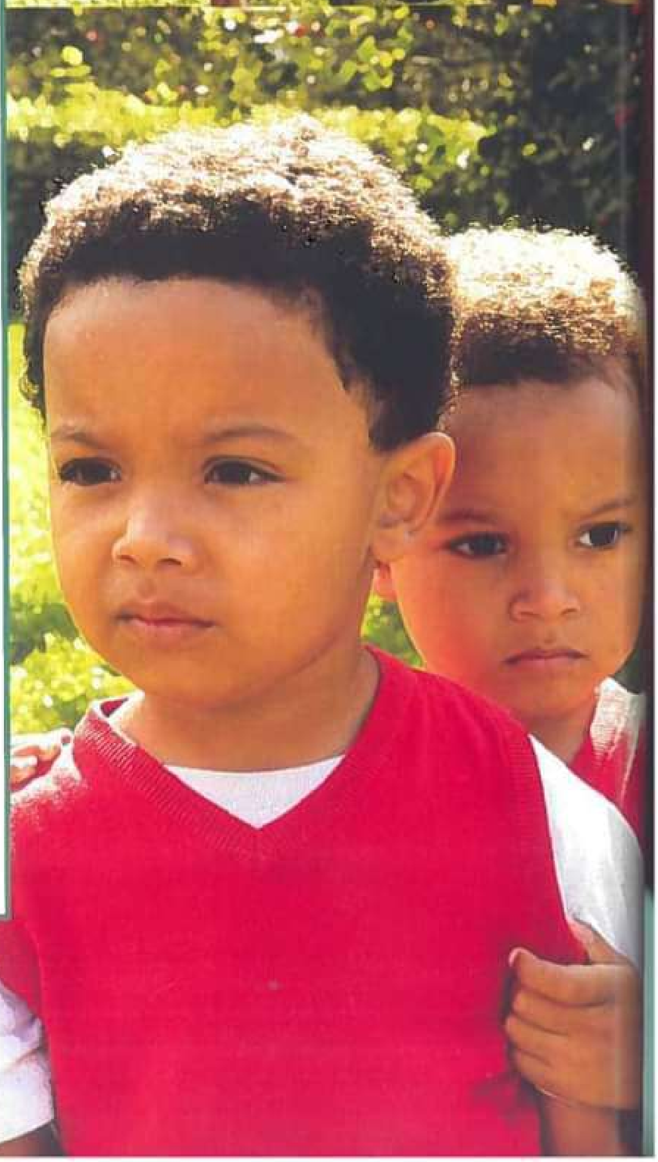
1 Look and read

Twins are two **siblings** who are born at the same time. They can be **identical** or **non-identical**. Identical means that they are exactly the same. They look the same, and their bodies work and grow in the same way. Identical twins are always two sisters or two brothers.

Non-identical twins can be similar to each other, or they can be very different. They can be two brothers, two sisters, or a sister and a brother. Sometimes they look like each other, and sometimes they don't.

Sometimes people can be **triplets** – three siblings, or even **quadruplets** – that's four!

Twins often think and behave in similar ways. Do you know any twins? What do you think it would be like to be a twin?



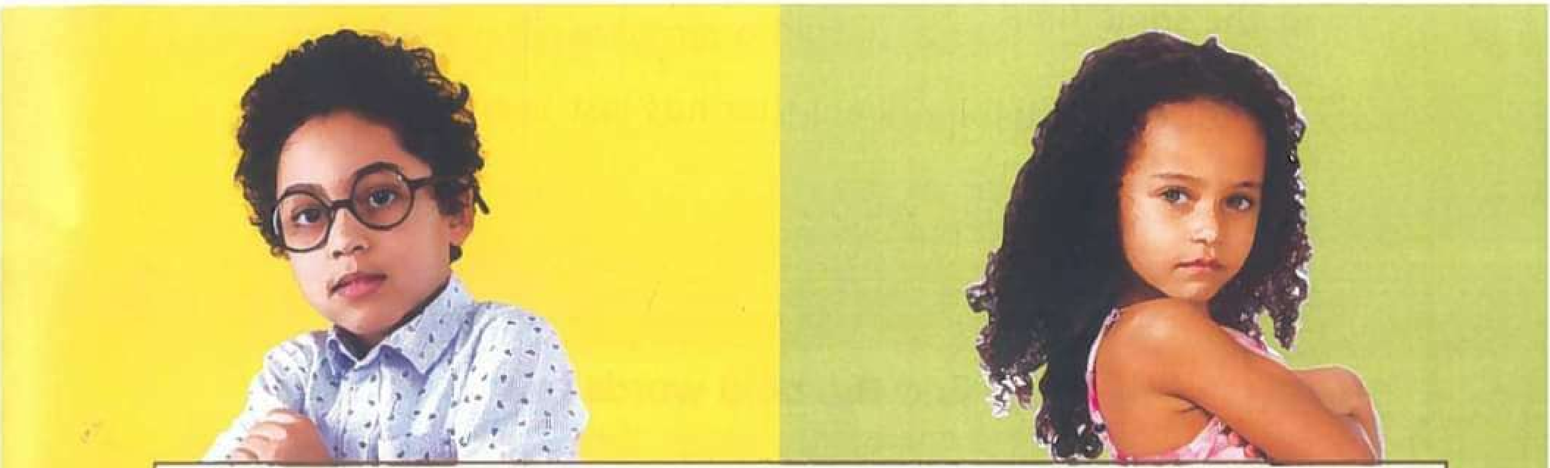
CLIL: Science: Identical twins

2 Find the words in the text and match the meaning

1 sibling
2 identical
3 similar
4 different
5 non-identical

a not the same
b having lots of things the same, but not everything
c can be similar to each other or different
d a brother or sister
e the same in every way

3 Read and circle



Malak has a twin brother, too. His name is Younis. Malak is 148 cm tall. She has curly hair. She doesn't wear glasses.

1 Does Malak wear glasses?	yes / no / maybe
2 Does Younis wear glasses?	yes / no / maybe
3 Does Malak have dark hair?	yes / no / maybe
4 Does Younis have curly hair?	yes / no / maybe
5 How tall is Malak?	148 cm / we don't know
6 How tall is Younis?	148 cm / we don't know

4 Ask and answer

What are good things about being a twin?

Are there any bad things about being a twin? Why?

Vocabulary: *different, identical, sibling, similar, twin*

Reading:
Animal families

1 Read and listen to the definitions

1 to **adapt** – to change to suit your environment

2 **trait** – a key characteristic that an organism has, e.g. camouflaged fur or a long beak

3 to **inherit** – to get characteristics from your parents

4 **litter** – a number of baby animals born from the same parents at the same time

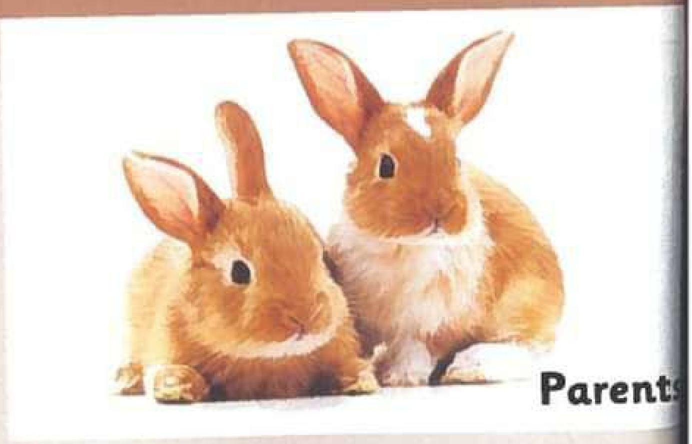
5 **newborn** – a baby animal that has just been born

2 Read the text and find the bold words from Exercise 1

Animal families



Litter



Parents

Look at this **litter** of **newborn** rabbits. They look very different from their parents! But soon their eyes will open and their fur will grow. As they get older, the rabbits in a litter will look similar to each other, but not identical. The **offspring** have **inherited** some **traits** from their mother and some traits from their father. They may have the same fur color as their mother, or their father – or a mix of the two.

6 **offspring** – a person's child, or an animal's or plant's baby

7 **organism** – a living thing, all animals and plants

8 **species** – a group of animals or plants that are very similar and share the same characteristics

9 **survival** – staying alive. In the natural world, this can be hard for many plants and animals.

10 **characteristics** – special traits that make an organism special or different from others



Soon their ears will start to grow, too. Having long ears is a key **characteristic** of a rabbit. Why do rabbits have long ears? Rabbits have lots of **predators** – bigger animals that hunt and eat them. The long ears help rabbits to hear well. Their ears can move, so the rabbit knows where a sound is coming from. The long ears also help the rabbit stay cool in hot weather, or keep warm in cold weather. So, long ears are very important for a rabbit's **survival**. Over time, rabbits with longer ears become safer and healthier. They could live for longer and have more litters. They passed this trait to their offspring, and rabbits **adapted** to have long ears.

All **organisms** have to adapt to their environment. All **species** of animals and plants have their own characteristics and behave in ways that help them to survive.

CLIL:
Science: Adaptation in animals

3 Read again and write *T* (True) or *F* (False)

1 Newborn rabbits look like their parents. ....F....

2 When the rabbits in a litter grow, they won't be identical. ....

3 Offspring only inherit traits from their mother. ....

4 Long ears help a rabbit to survive. ....

5 An organism doesn't need to adapt to its environment. ....

4 Read these adaptations and match them to the animals

1 This animal has developed a layer of fat to keep it warm in cold climates.

2 This animal has adapted to look like a leaf, so other animals don't eat it.

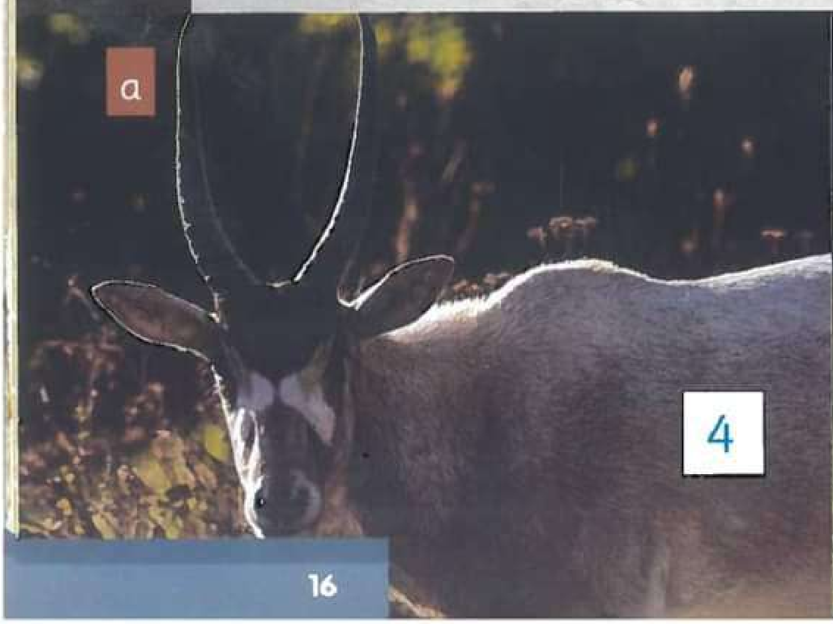
3 This bird has a large beak so it can eat lots of different seeds.

4 This animal has long horns. It is white in summer to reflect heat, and gray in winter to keep warm.

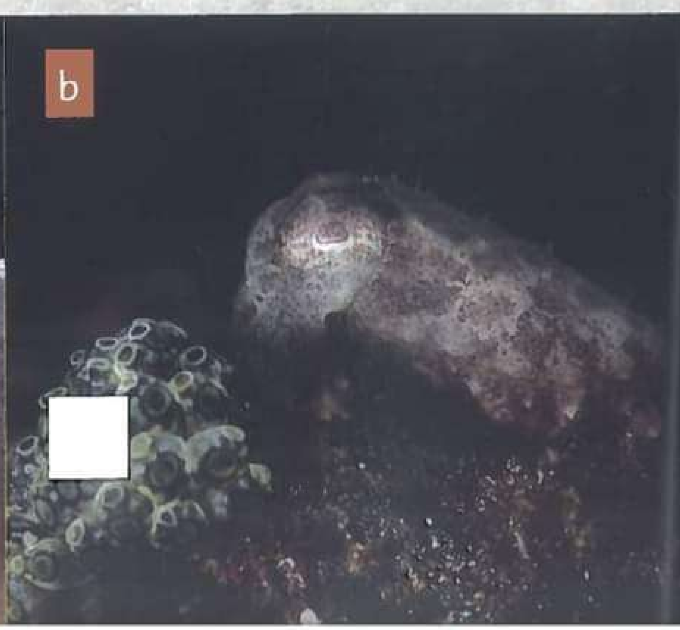
5 This bird can swim a long way underwater to catch fish.

6 This sea animal can change color with its surroundings, so it can hide from predators and catch food.

a



b











5 Can you think of any other animals that have special ways of adapting to their environment? Think about these habitats

polar desert wetland grassland

Vocabulary: *adapt, characteristic, inherit, litter, newborn, offspring, organism, species, survival, trait*

1 Read the text. Do all plants produce offspring in the same way?







We know that animals have offspring, and adapt to their habitat. We can see the same in plants around the world, too. Plants are living organisms, and they also **reproduce** and adapt. Like animals, they pass on traits to their offspring.

The inherited traits that plants pass on to offspring include the color of the flower, the shape of the flower, the shape of the leaf, and the height of the plant, etc.

Plants reproduce in two ways. Most plants are flowering plants. The flowers produce **pollen grains** – very small structures. There are carried by insects, birds or the wind to other plants. When they are taken to another plant of the same type, the pollen grains mix with cells in the new plant to make **seeds**. When these seeds fall to the ground, they can grow into a new plant. This new plant will inherit traits from both the parent plants. It will be the same type, but it might have small differences.





Other plants reproduce on their own by producing an identical copy of themselves. These plants can produce **bulbs** which grow under the ground. The offspring plant only inherits traits from one parent plant, and it will have the same characteristics in leaf shape and stem structure as the parent plant.



2 Read again and match

1 reproduce
2 pollen grains
3 seed
4 cell
5 bulb

a the smallest part of an organism
b this is produced when the pollen grains mix with cells in a new plant
c have offspring
d this stays underground and grows into a plant
e very small structures that plants use to reproduce



3 Read again and answer the questions

1 What inherited traits do plants pass on to offspring?
2 Do all plants have flowers?
3 Do all plants inherit traits from both parent plants?



4 Listen and read. Which plant has adapted to eat insects?

There is an incredible variety of plants on Earth. There are tall trees in the rainforest, cactus plants in the desert, water lilies in ponds, and many wild plants and flowers that we see every day around us. They are all different, and they adapt to their environment in amazing ways.

Rainforest plants





Drip tip leaves

Rain falls off this shape of leaf quickly. The leaf stays strong even if there is a lot of rain.

Pitcher plants

These plants use bright colors to attract insects. The insects fall into the hole of the plant and they can't get out. The plant can turn the insect into food!



Strong roots

Rainforest trees are very tall, but these wide roots sit above the ground and make the tree strong.

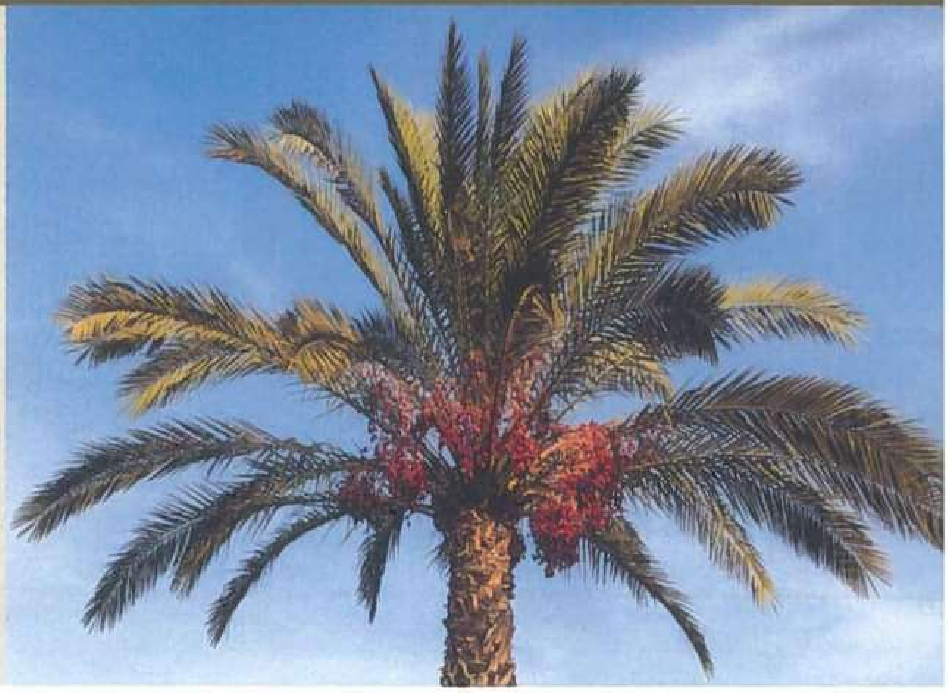
Water plants



Water lily

The water lily has flat leaves to stay on the surface of the water, and a long stem under the water that doesn't break.

Desert plants



Date palm

The date palm has deep roots to get water from underground, and big leaves at the top to give shade to the rest of the tree.



5 Read again and circle

1 Rainforest plants can **protect / attract** their leaves from rain.

2 Tall rainforest trees have wide **leaves / roots** for support.

3 A water lily has leaves **on / under** the water.

4 A date palm gets shade from its **stem / leaves**.



6 Can you think of any other ways that plants can adapt to their environment? Think about these habitats

polar	wetland	grassland

Project
Make a natural world display

You will need:


foam


paper


colored pens and crayons


clay


salt


cotton


curcumin

1 Choose, think and plan



Are you going to choose a plant or an animal?

Where does it live?

What characteristics does it have?

Why are these characteristics useful?

How do they help it survive in its habitat?

2 Make and write

Find photos or draw pictures for your display. You can make animals out of clay. You can make snow with salt or cotton. You can color salt with curcumin to make sand in the desert.

Label the characteristics and explain why they are important.




I'm making a polar bear with white clay.
I can make an ice igloo from this white foam and cotton.
Let's put the polar bear inside the igloo.

1 Show your work to the class





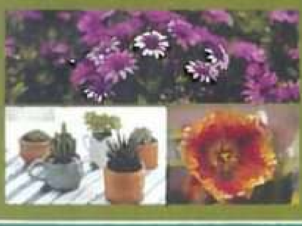


I made a natural display of a tortoise's habitat. These are cactus plants. They have thick skin to protect them.

Language: *I made a natural display of a tortoise's habitat. There are cactus plants in the desert. Cactus plants have adapted to survive in the desert. They have thick skin with spines to protect them from animals …*

Self Assessment

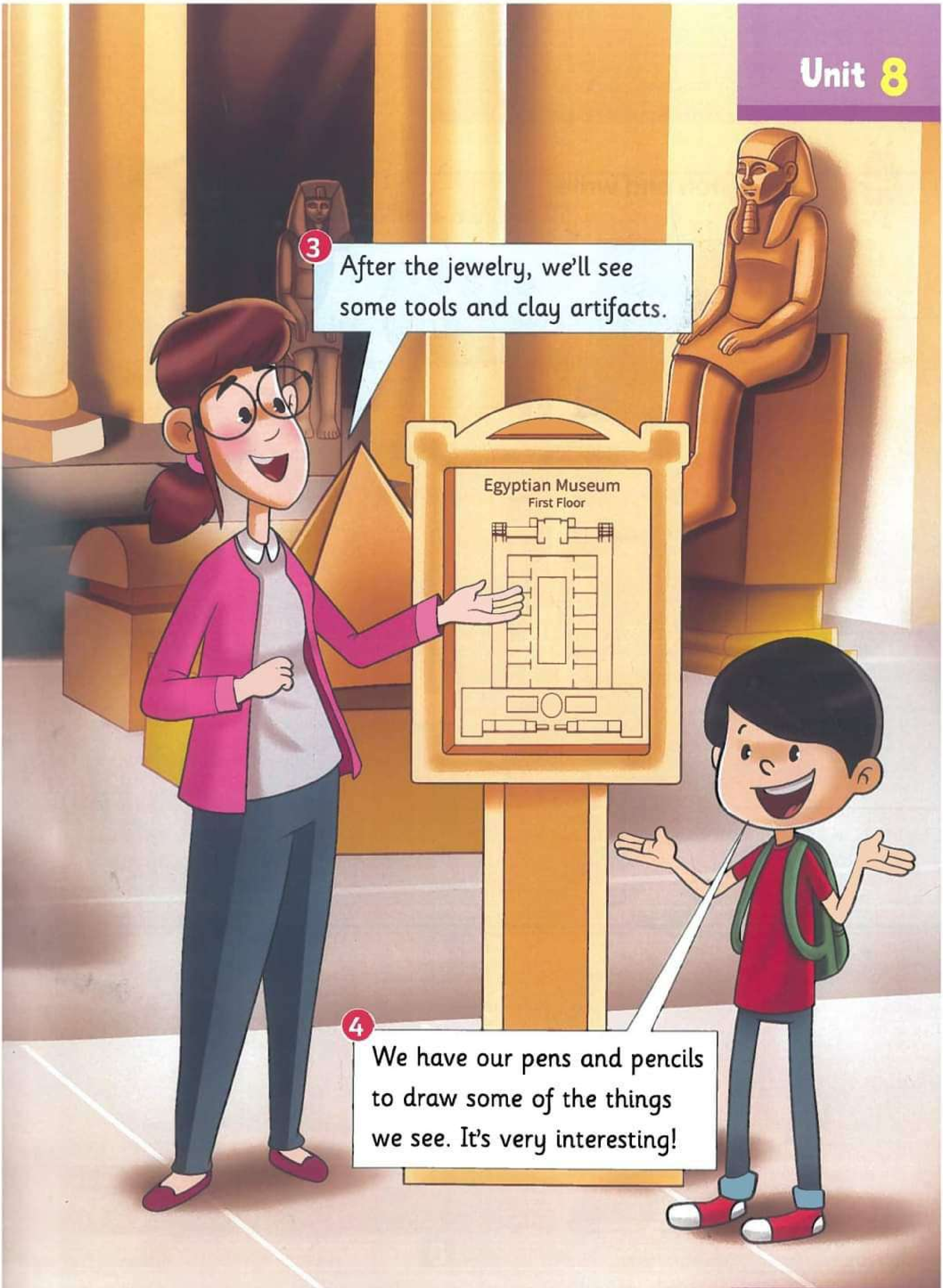
Read and color the stars that describe your effort

Reading and speaking 	I can say words about life stages and inherited traits. ☆	I can use simple phrases to talk about life stages and plant and animal adaptations. ☆☆	I can use sentences to describe life stages and plant and animal adaptations. ☆☆☆
Writing 	I can read and follow texts about animals and plant reproduction and adaptation. ☆	I can answer questions on texts about animal and plant reproduction and adaptation. ☆☆	I can write sentences on texts about plant reproduction and adaptation and write sentences about this topic. ☆☆☆
Phonics 	I can read words with the *ew, u-e, ue* spellings. ☆	I can write words with the *ew, u-e, ue* spellings. ☆☆	I can say other words with the *ew, u-e, ue* spellings. ☆☆☆
Language use 	I can understand a range of tenses and how we talk about things that used to be true. ☆	I can make sentences using a range of tenses and talk about things that used to be true. ☆☆	I can use a range of tenses and give information about things that used to be true for me. ☆☆☆
life skills, values and CLIL 	I can understand ideas about science and the natural world. ☆	I can understand some facts about people, animals and plants reproduction and adaptation. ☆☆	I can say some facts about some types of animals and plants reproduction and adaptation ☆☆☆
Project 	I can think about a plant or animal and what characteristics it has. ☆	I can design a plant or animal and explain what characteristics it has. ☆☆	I can talk about a plant or animal and explain why it has its characteristics. ☆☆☆

Unit 8 At the museum

1 Look, listen and read. How many statues are there?




3
After the jewelry, we'll see some tools and clay artifacts.
Egyptian Museum
First Floor
4
We have our pens and pencils to draw some of the things we see. It's very interesting!

Let's look at words



1 Look, listen and write

clay	portrait
artifacts	jewelry
tool	~~bracelet~~
necklace	sculpture



1 ...bracelet......



2 ....



3 ....



4 ....



5 ....



6 ....

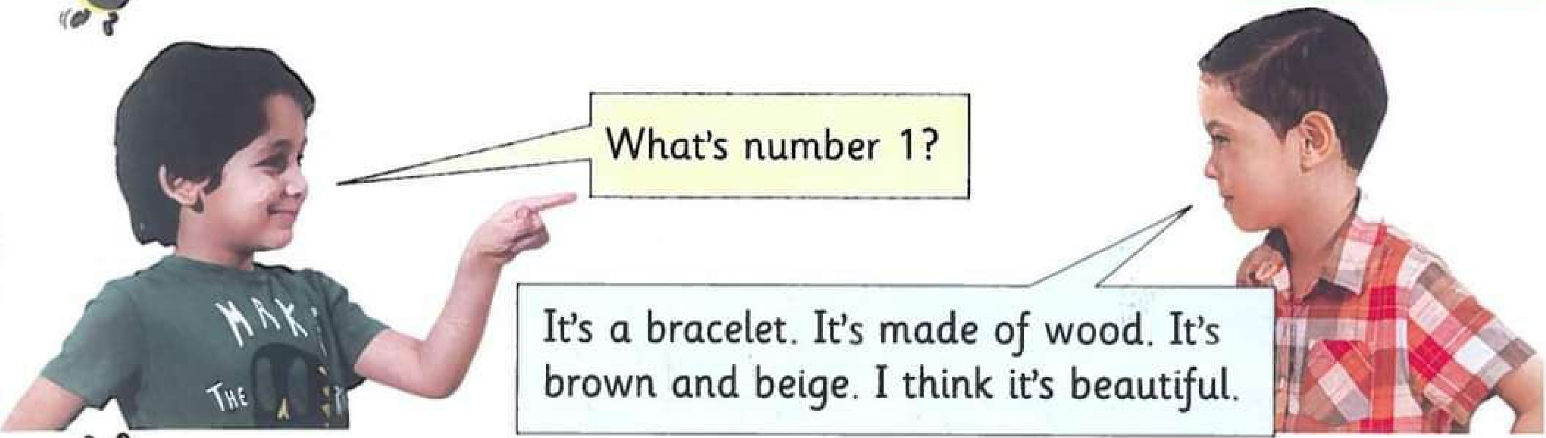


7 ....

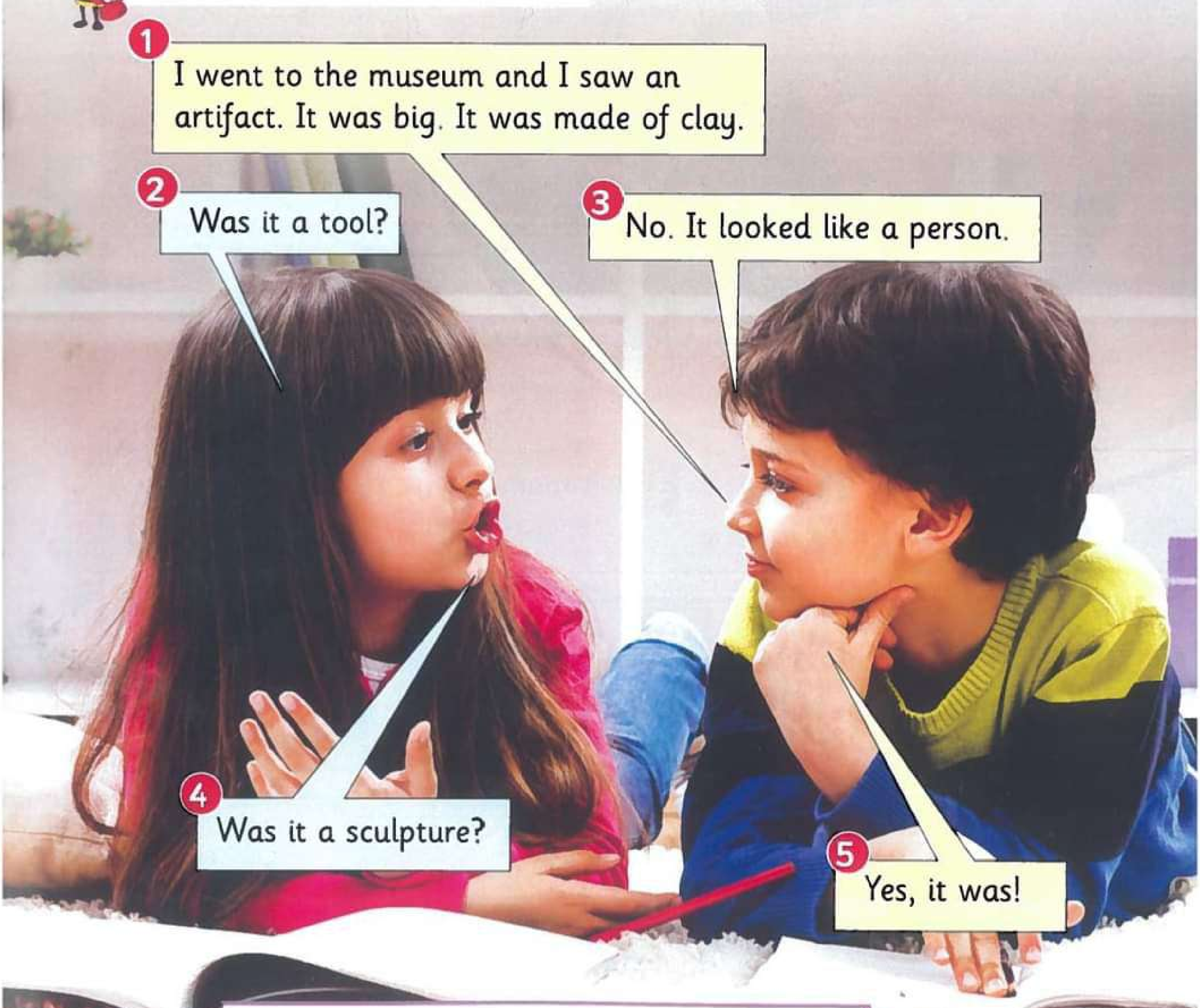


8 ....

2 Ask and answer



3 Play "Guess the artifact"



Vocabulary: *artifact, bracelet, clay, jewelry, necklace, portrait, sculpture, tool*

Language: Countable and uncountable nouns

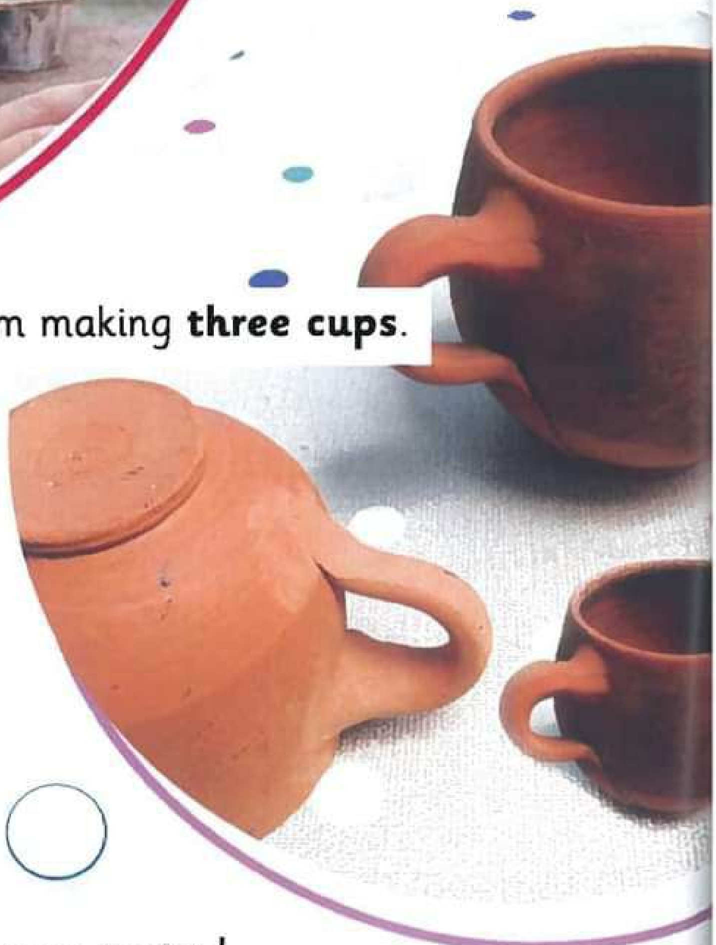
1 Listen, read and say





2 I'm making **two cups**.

1 I've got some clay.
I'm making **one cup**.



3 I'm making **three cups**.



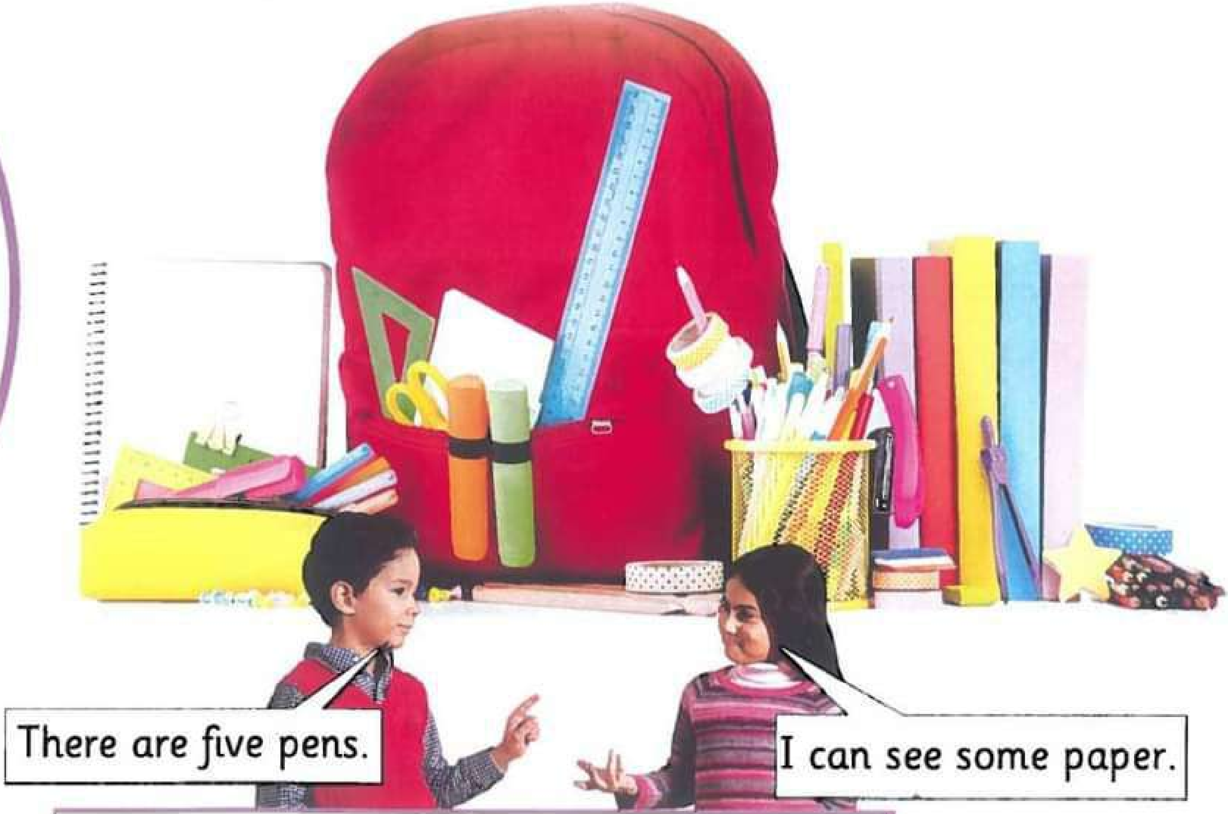
4 We're drinking **some water**!

2 Read and complete

sculpture · tool · bowl · ~~clay~~ · portrait · water · metal · ~~books~~ · wood · cloth

We can count	We can't count
books	clay
....	....
....	....
....	....
....	....

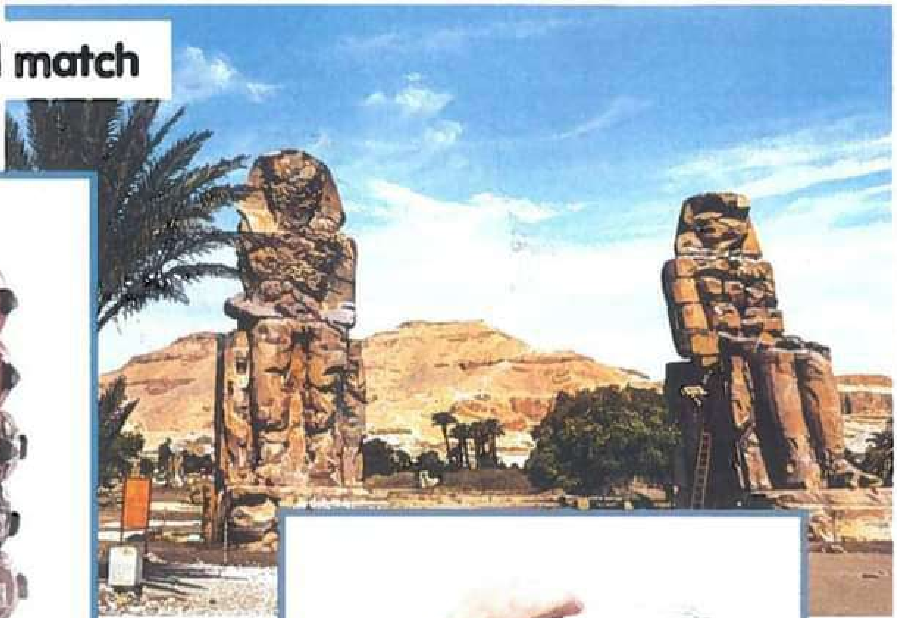
3 Look around you. Count or point and say



Language: Countable and uncountable nouns

4 Look, read and match





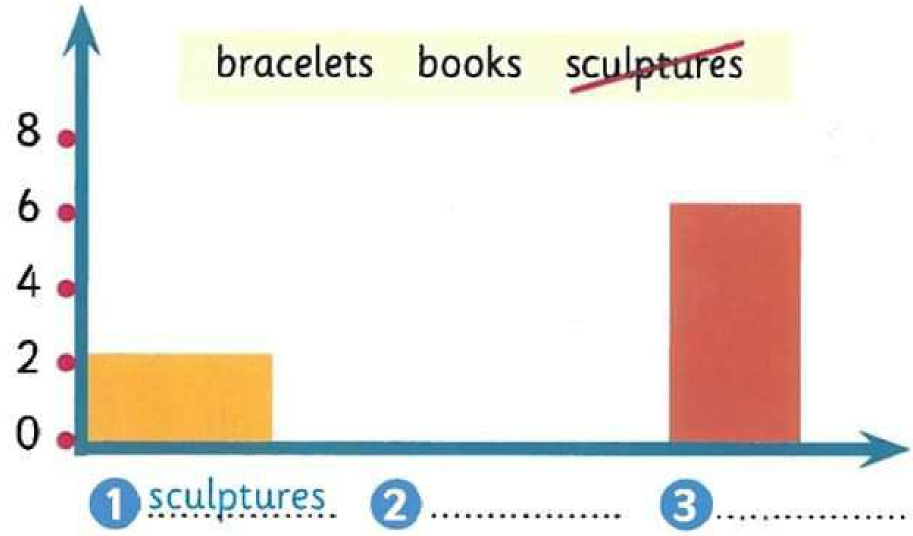


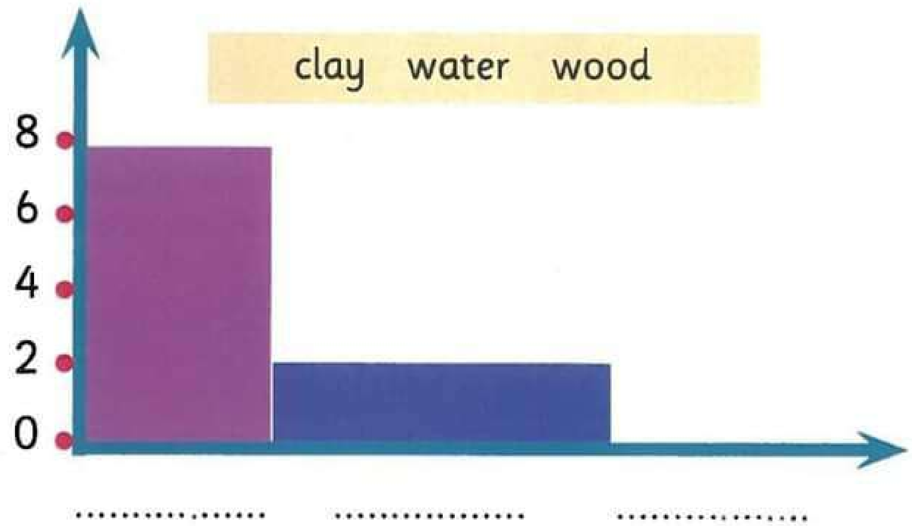


1 How many bracelets are there?
2 How much clay is there?
3 How much wood is there?
4 How many sculptures are there?
5 How much water is there?
6 How many books are there?

a There are two sculptures.
b There isn't a lot of water.
c There are six bracelets.
d There is a lot of clay.
e There isn't any wood.
f There aren't any books.

5 Look at Exercise 4 again. Write the items on the charts





6 Read and circle

1 How **much / many** wood is there? There's a lot of wood.

2 How many bracelets **is / are** there? There are two bracelets.

3 How **much / many** portraits are there? There are four portraits.

4 How much water is there? There **isn't / aren't** enough water.

Language: How much ... ? How many ... ?

Values

1 **Read and think. Which answers do you agree with? You can tick more than one**

Do you like learning about the past?

- **a** No, I don't. I prefer to learn about things people make and do now. ☐
- **B** Yes, I do. I think artifacts and tools from the past are very interesting. ☐
- **C** It's OK. Some of the things you can see in museums are interesting, but others aren't. ☐

How do you like to learn?

- **a** I like seeing things in museums. You can really understand what things were like in the past when you can see them. ☐
- **B** I prefer looking at things in books to visiting museums. I like having more time to read things at home, and museums can be busy. ☐
- **C** I like looking at websites because the images are interesting and you can follow links to see what interests you. ☐

Why do we learn about the past?

- **a** Learning about the past shows us models of good behavior and teaches us to learn from the mistakes of others. ☐
- **B** Learning about the past helps us understand the things people do and say now. ☐
- **C** We can learn more about our culture by understanding our past. ☐

2 Discuss your answers with a friend. Do you have the same ideas?

I love learning about artifacts from the past.

I don't. I think the things we make and do now are much more interesting.

3 Complete with your own ideas. Then compare with a friend

With or against learning about the past?

....

....

....

....



1 Listen, point and say



sculpture



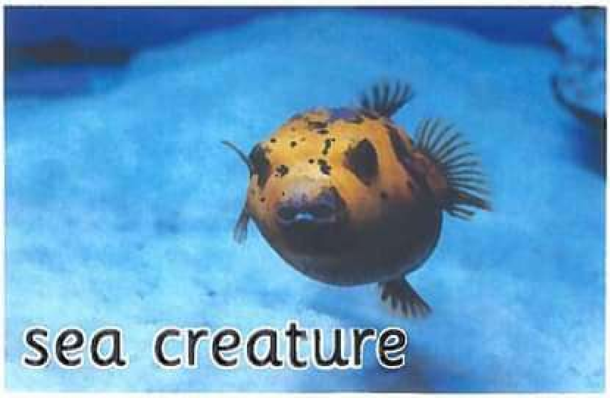
measure

2 Listen. Underline *-ture* and *-sure*









3 Listen. Underline *-ture*. Circle *-sure*. Say



Let's go on an adventure.
Yes, with pleasure!
In the museum, we will
find some treasure.
Stop!
What's that creature?
It's OK. It's a sculpture.

Tip!

We use an apostrophe when there is a letter missing in a word.
*I **don't** like drinking coffee. -> I **do not** like drinking coffee.*

We also use apostrophes to show that something belongs to someone.
*That is **Amr's** bag.*
If something belongs to two or more people, the apostrophe is after the s.
*My **grandparents'** apartment is near the beach.*

4 Look and complete

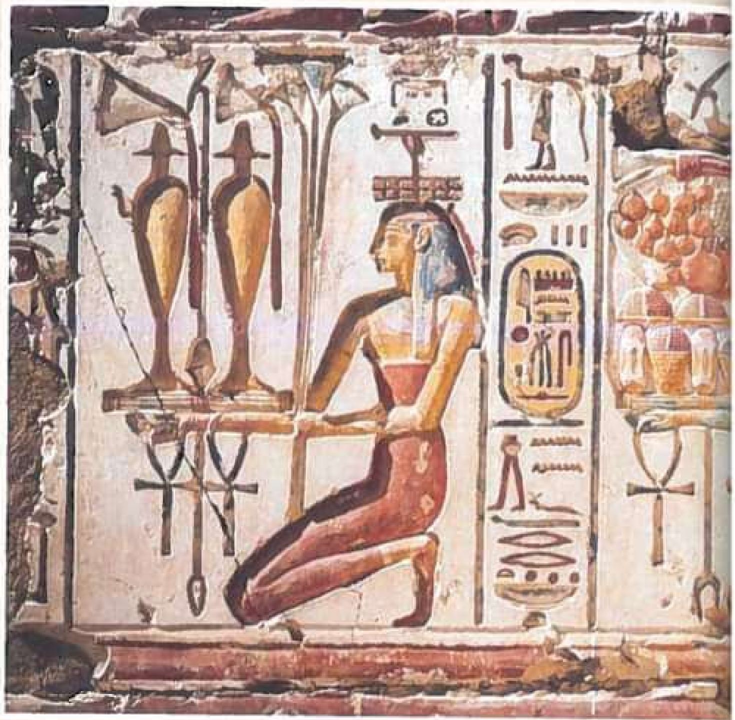
I am	I'm
he is	....
I have	....
are not	....
will not	....
what is	....
where is	....

5 Look and write the apostrophes

1 It's Zayn's football.
2 I ve got some clay and I m making a cup.
3 There aren t any sculptures in front of the museum.
4 Leila s book is on the teacher s desk.
5 Where s your parents house?

Art in Ancient Egypt

1 Look and read



Ancient Egyptian art is famous all around the world. Today, we can see paintings, sculptures, jewelry and other artifacts from thousands of years ago.
There are many statues and paintings in ancient temples. Because Egypt is a very dry country, the paintings and statues have survived for a long time.



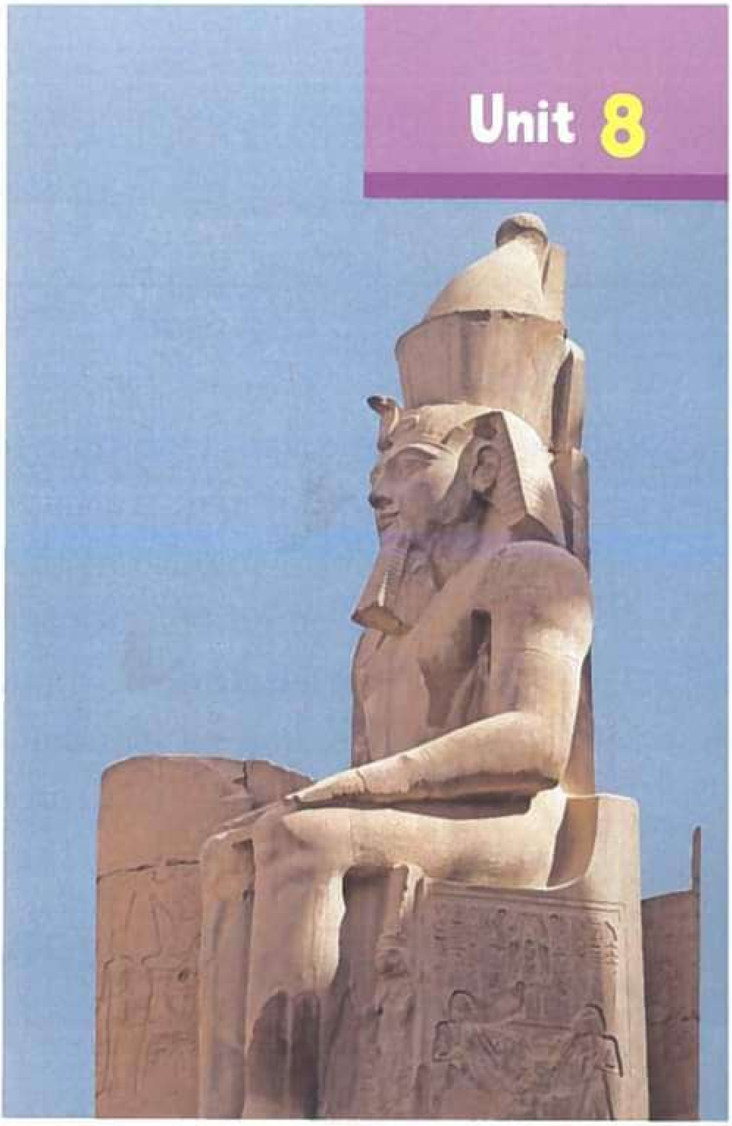
Archaeologists have also found lots of important artifacts in tombs for the Pharaohs. People believed that these artifacts would help them in the **afterlife**. There were small **models** of boats, animals, people – lots of things that were important in daily life. Paintings in **tombs** often showed pictures of the person in the afterlife, too. Today we can see some of these

2 Read again and match

1 archaeologist
2 tomb
3 gold
4 afterlife
5 model

a a place to put people who have died
b ideas about what happens after death
c a small statue or object that looks like a real thing
d a person who studies artifacts to learn more about the past
e an expensive metal for jewelry and other objects





objects in museums and learn about the past.

Ancient Egyptians also made enormous sculptures, such as the statues of Ramses II at Abu Simbel. They are nearly 20 meters tall. The Great Sphinx of Giza is nearly 73 meters long! The size of these sculptures made them very important and powerful.



Small sculptures and artifacts were made, too. These were very detailed and beautiful. Egyptians used precious metals such as **gold**, as well as wood and colored glass. The artifacts were often colorful. The most popular colors were blue, red, green, black and gold.





3 Read and answer

1 Why can we see lots of objects from the past in Egypt today?

2 What did paintings in tombs show?

3 Why did people put models in tombs?

4 Why were some sculptures and statues very big?

1 Listen and read

It can take a very long time to paint or draw a picture. Artists have lots of different styles and ways of working, but one of the basic and most important things to learn is **shading**.
The picture you are drawing is flat, but the object you are copying is **three-dimensional**. To make it look three-dimensional in your picture, you use shading. This makes a pencil drawing look interesting and real. You can use hard pencils to draw fine lines, and soft, dark pencils for shading.



You need to know where the light is coming from in your picture so you can add **realistic** shading.
Look carefully at your object to see the shades of light and dark.
You can add shading by doing lots of small lines close to each other, or by rubbing the pencil lines so they mix together.

2 Think and order the steps

- ☐ Make a sketch of what you want to draw with a fine pencil.
- ☐ Choose an object to copy – something in the classroom or something from nature.
- ☐ Add shading to make the object look real.
- ☐ Study the scene and decide where the light is coming from. Can you see shadows around your object?

3 Choose an object. Draw it and add shading



CLIL: Math
Geometric patterns



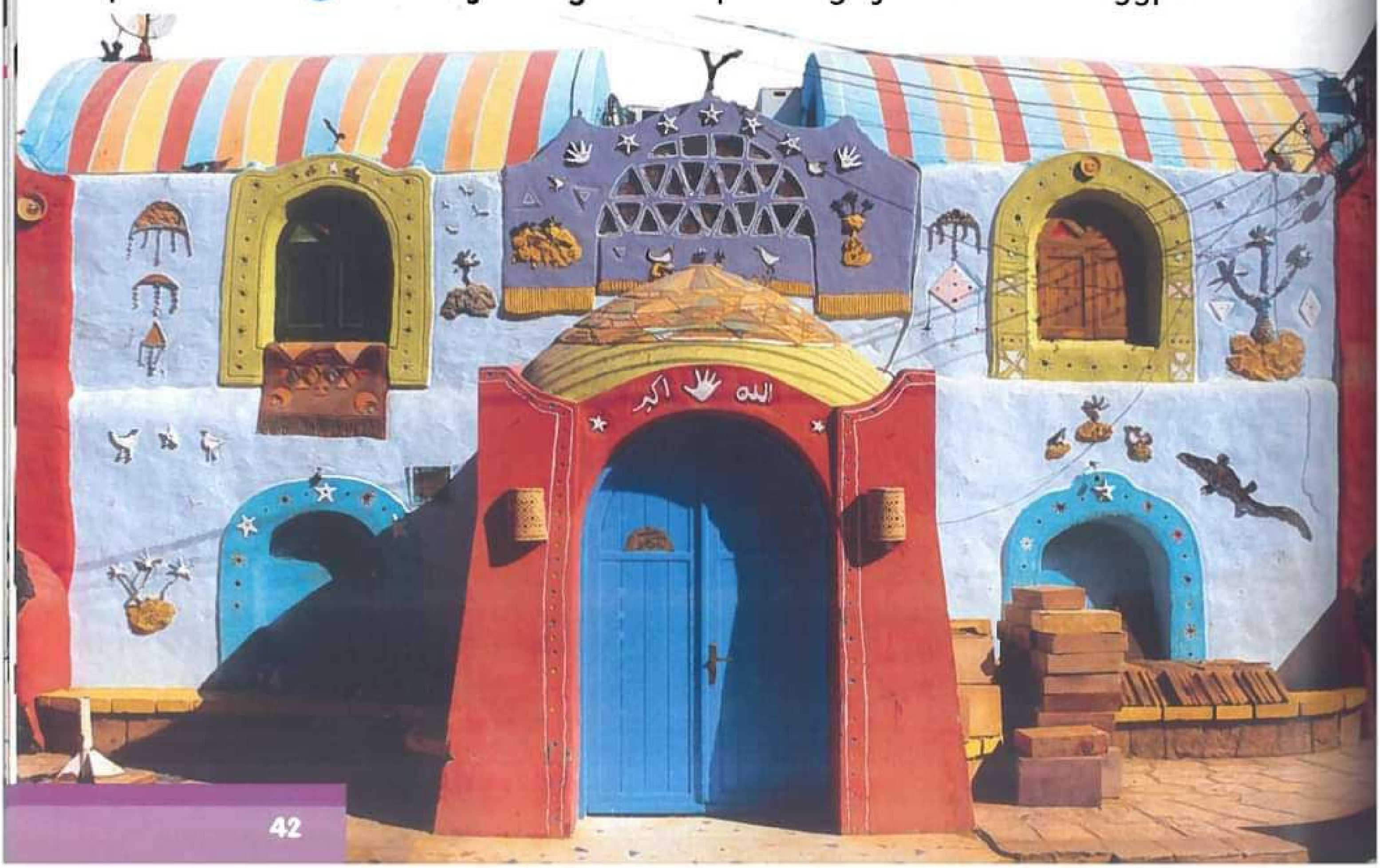
1 Look. What shapes can you see?

2 Read, think and circle

3 Listen and check

A geometric pattern is made of lots of ① **shapes / colors**. We can see these in different places around us every day. People use geometric shapes in art to create patterns. Geometric shapes can create ② **abstract / realistic** patterns. These can be very beautiful.

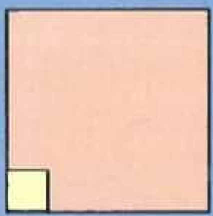
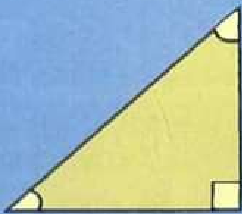
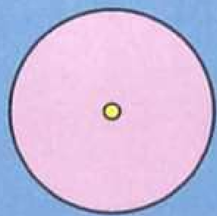
Many buildings have geometric patterns in tiles. These small squares can decorate walls and ceilings. They use traditional patterns which are very detailed. The colors and styles are very beautiful. You can also see geometric patterns in ③ **tools / jewelry** and in paintings from ancient Egypt.



4 Think and answer

1 Where do you see patterns every day?
2 What shapes can you see in these patterns?
3 Do you know these angles? Look and match.

① 180°   ② 90°   ③ 360°

5 Read and complete

measure   ruler   repeat

1 To make a pattern, you .... the same shape or shapes many times.
2 You often need a .... to make a repeating pattern.
3 If you use triangles or squares, you need to .... them to make sure the angles and sides are correct.



Project
A fact file about an Egyptian monument

1 Write a fact file about an Egyptian monument:

You will need:



poster paper | pencils | coloring pens | a ruler | pictures from magazine | paint and paintbrushes





1 Choose your favorite monument.



2 Find pictures of your monument and cut and glue them to your poster.



3 Find information about your monument and write a paragraph about it on your poster. Decorate your poster.

2 Show and tell

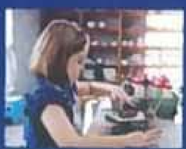


Language: Salah El Din's Citadel was built in 1176. The rulers of Egypt used to stay there for 700 years. It was built beneath the Muqattam hills.

Self Assessment



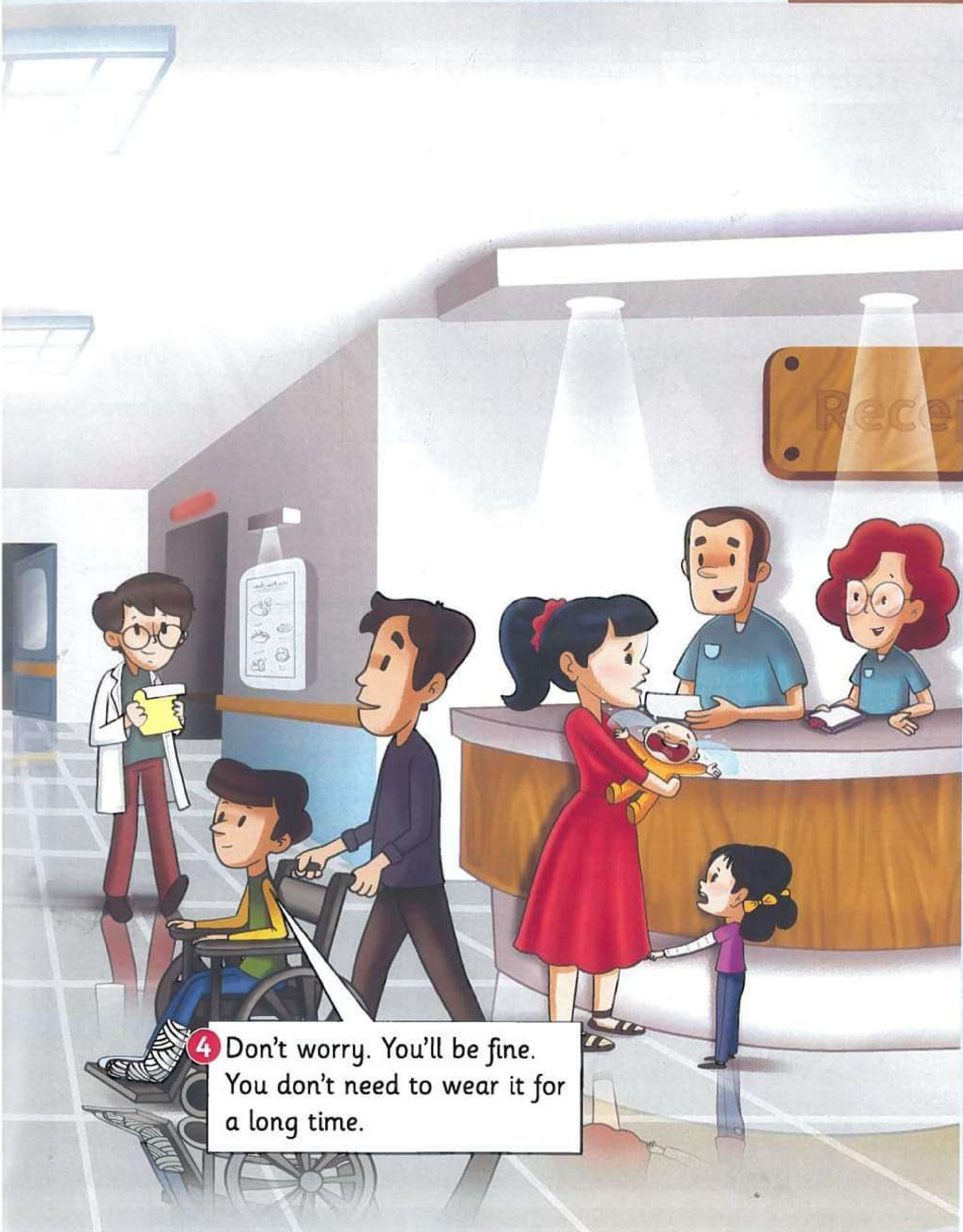
Read and color the stars that describe your effort

Reading and speaking 	I can read about different types of art. ☆	I can talk about different arts using simple sentences. ☆☆	I can talk about my favorite art using simple sentences. ☆☆☆
Writing 	I can respond to texts about objects from the past. ☆	I can write simple sentences about objects in the past and in art. ☆☆	I can write a short text about objects in the past and in art using correct pronunciation. ☆☆☆
Phonics 	I can recognize words ending with *-ture* and *-sure*. ☆	I can find and say the *-ture* and *-sure* ending in words. ☆☆	I can learn a rhyme with the *-ture* and *-sure* endings. ☆☆☆
Language use 	I understand that we can count some nouns and not others. ☆	I can understand the language we use to talk and ask about countable and uncountable nouns. ☆☆	I can use the correct language to talk and ask about countable and uncountable nouns. ☆☆☆
Life skills and values 	I can think about the value of learning about the past. ☆	I can give my opinion about learning about the past. ☆☆	I can give reasons for my opinion and discuss it with others. ☆☆☆
Project 	I can create a simple pattern. ☆	I can follow instructions to transfer my pattern to clay. ☆☆	I can make my pattern on clay and paint it for display. ☆☆☆

Unit 9 At the hospital

1 Look, listen and read. Do you think Hany should wear a cast?




Recep
4 Don't worry. You'll be fine. You don't need to wear it for a long time.

Reading: Hospitals

1 Listen and read



A hospital is a place where people can go for **treatment**. Sometimes people have a disease or **infection** that makes them ill. Sometimes they have an **injury** because of an **accident**. At the hospital, you will see a doctor or a nurse. They might ask questions to find out what is wrong with you. They need to know what hurts or how you feel. They might decide to:

- give you medicine – you drink or swallow this to help you get better.
- give you an X-ray to find out if you have broken a bone.
- do surgery – an operation to make a particular part of your body better.
- do a **scan** to find out the problem if you have a muscle or organ that is **sore**.

When the doctors know what the problem is, they can decide on the best way to **treat** you.

2 Read again. Find the words and match

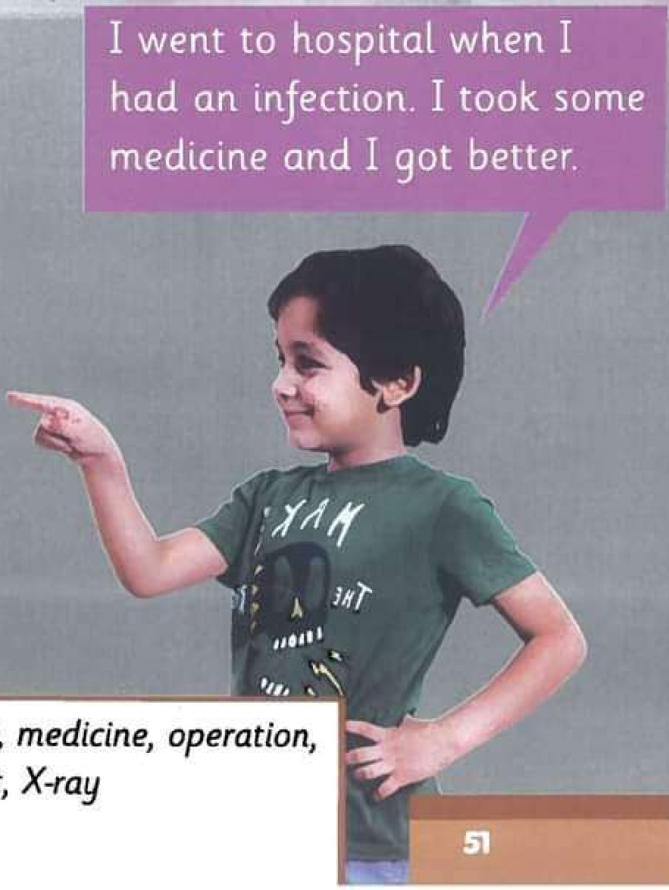
1 treatment
2 disease
3 infection
4 injury
5 medicine
6 surgery
7 scan
8 sore

a This happens when bacteria or viruses enter your body.
b This is a liquid you drink or a tablet you swallow.
c This is a way of making someone better.
d When you hurt your body in an accident.
e This lets a doctor see inside your body.
f causing pain
g A surgeon can do this to make you better if you are very sick.
h This happens when the cells of your body are damaged because of an infection.

3 Ask and answer

Have you ever …

- had an accident?
- been to hospital?
- taken medicine?
- had surgery?



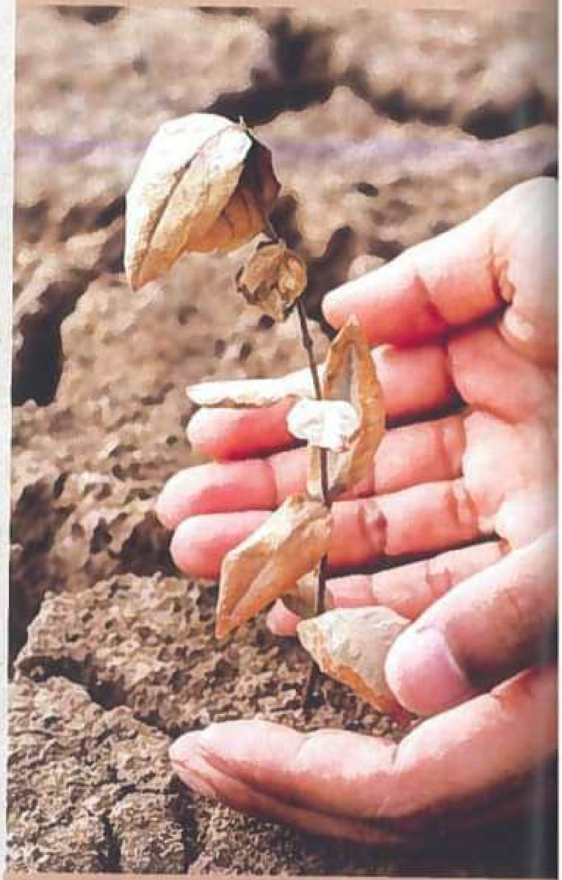
Vocabulary: *disease, hurt, infection, injury, medicine, operation, scan, sore, surgery, treatment, X-ray*

Language use: Conditionals

1 Listen, read and say



If my little sister **has** an accident, she **cries**.



Plants **die** if you **don't water** them.

2 Read and circle

1 If you fall over, you **hurt / hurts** yourself.

2 If you **touch / touched** a fire, you get burned.

3 You get better if you **take / will take** medicine.

4 You **wear / wore** a cast if you break your leg.

3 Read Exercise 2 again. Number and say









4 What happens? Think of ways to finish the sentences

1 *If you don't eat fruit every day, ...*

2 *If you cycle to school, ...*

3 *If you have an operation, ...*

Language: *If you fall over, you hurt yourself. You get better if you take medicine.*

Homophones

Tip!

Homophones are words that sound the same but have a different meaning and spelling.

1 Listen, point and say

1


2


3


4


2 Read and circle. Listen and say



Can you tell me **where / wear** it hurts?



You have to **where / wear** a cast for six weeks.



I'll **right / write** down your temperature.



Is this the **right / write** medicine?

Learn sounds with Busy Bee!

3 Listen and say. Underline the homophones



Can you see the sea?
Where, where is the sea?
It's here. It's here.
It's green and blue.
How many umbrellas can you see
by the sea?

Are there four?
No, there's more!
They're for you and me,
And for everyone here at the sea!

4 Read, check in a dictionary and write

flour   flower   plain   plane

1 I picked a beautiful .... in the garden.

2 You can travel to Australia by ....

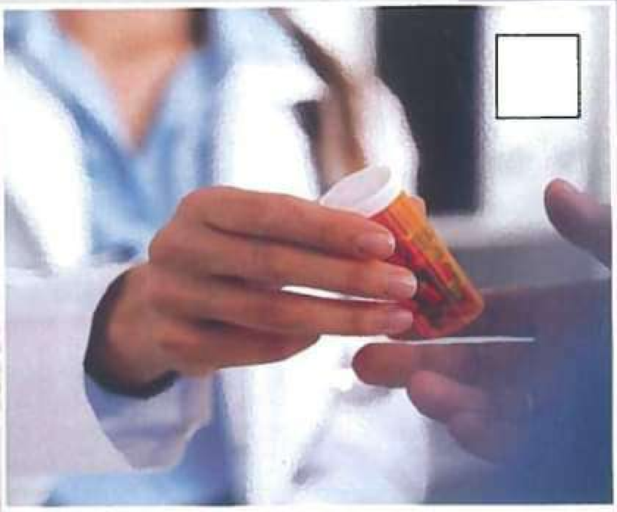
3 My bag doesn't have a pattern. It's ....

4 You need ...., sugar and eggs to make a cake.

5 Listen and check your answers

Language use:
Must and mustn't

1 Listen, read and number



a You must take these three times a day.



b You mustn't eat here.



c She mustn't try to skateboard.



d They must drink lots of water.

2 Read and circle



Hospital rules

1 You **must / mustn't** play soccer in the hospital.

2 You **must / mustn't** get lots of rest.

3 You **must / mustn't** play loud music.

4 You **must / mustn't** have more than three visitors.

5 You **must / mustn't** take your medicine.

6 You **must / mustn't** listen to the doctors and nurses.

3 Make a list of rules for your school. Use *We must* and *We mustn't*. You can use the words in the box to help you

arrive on time	talk unless you raise your hand
shout	make fun of classmates
listen to your teacher	keep your class clean

✓	✗
....	....
....	....
....	....
....	....



1 Read and choose the correct option

Survey

1 If you ride your bike to school, ...

a you mustn't take a bag.

b you must wear a helmet.

c you mustn't be late.

2 If the doctor thinks you have broken a bone, ...

a you take medicine.

b you play loud music.

c you have an X-ray.

3 For a sore throat you can ...

a use a bandage.

b have a scan.

c eat some fruit.

4 Hospitals must be very clean so that ...

a people don't get infections.

b people can eat their dinner.

c lots of people can visit.

5 If the doctor gives you medicine, you mustn't ...

a eat anything.

b forget to take it.

c have an operation.

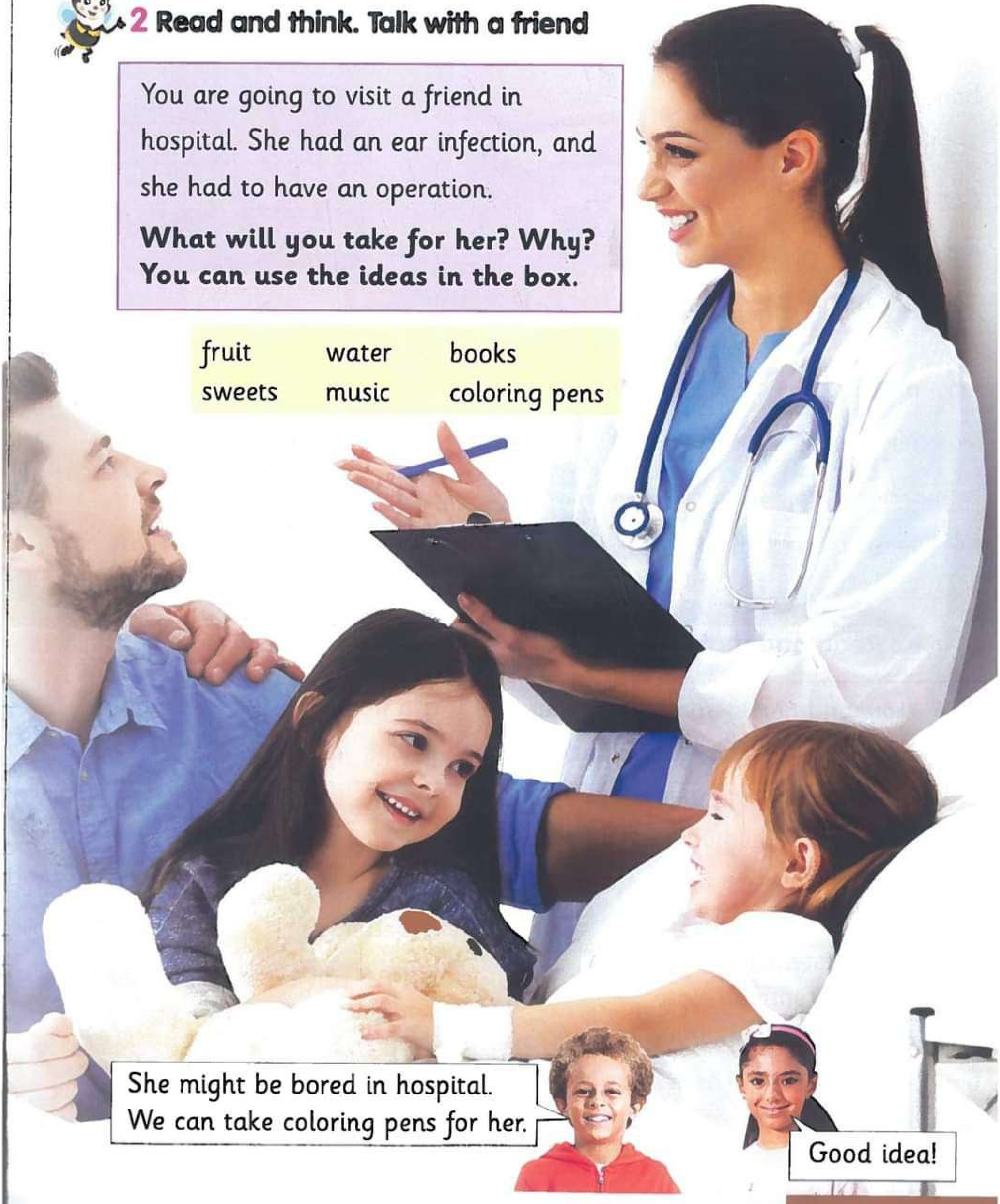


2 Read and think. Talk with a friend

You are going to visit a friend in hospital. She had an ear infection, and she had to have an operation.

What will you take for her? Why? You can use the ideas in the box.

fruit	water	books
sweets	music	coloring pens



She might be bored in hospital. We can take coloring pens for her.

Good idea!

Let's look for words

1 Look, listen and write

bandage
stethoscope
first-aid kit
syringe
blood pressure monitor
face mask
crutches
wheelchair



1 ....



2 ....



5 ....



6 ....

2 Read and match

1 Doctors and nurses sometimes wear
2 If there's an accident, you might need
3 If someone has hurt their leg
4 You can check the health of your heart
5 A doctor or nurse can put bandages on you
6 A doctor listens to your heart and your breathing
7 If someone can't walk after an injury or operation
8 A doctor or nurse can put medicine in your body

a a first-aid kit with bandages.
b with a stethoscope.
c face masks to protect their patients.
d to help a cut or injury get better.
e they can use crutches to help them walk.
f they might use a wheelchair.
g with a syringe.
h with a blood pressure monitor.





3 ....



4 ....



7 ....



8 ....

3 Ask and answer







Vocabulary: *bandage, blood pressure monitor, crutches, face mask, first-aid kit, stethoscope, syringe, wheelchair*

1 Listen and read

What herbs did ancient Egyptians use to treat diseases?

Doctors and surgeons in the past used different medicines to modern ones, but some of their ideas are useful today. We can learn about what ancient Egyptians did from two of the oldest texts about medicine in the world:

- The Edwin Smith Papyrus is about surgery. Doctors in ancient Egypt could do operations to help people get better after injuries. They could fix broken bones and injuries to the skin.
- The Ebers Papyrus gives treatments for lots of different diseases. It talks about how the heart is the center of the blood supply in the body, and it gives advice about problems with skin, teeth, eyes and other organs.

Some things that ancient Egyptians believed were very different, but we use some of their ideas in modern medicine. For example, they used herbs to treat some diseases, and we know today that these can help – mint is good for the digestive system, and aloe can help with burns. They also used honey to treat infections and skin problems. With science today, we know that honey can make some infections better.

2 Read and tick (✓) or cross (X)

1 We don't use any medicines from ancient Egypt today. ( )

2 Doctors in the past didn't know how to make broken bones better. ( )

3 Ancient Egyptian doctors understood how the heart works. ( )

4 Ancient Egyptians used herbs in medicine. ( )

3 Read again and answer. Why are these things important today?

1

It tells us about different treatments for lots of diseases.

2

....
....

3

....
....

4

....
....

4 Think and answer

1 Can you think of any other medicines from the past that we use today?

2 We can learn about the past from old texts. What other ways can we learn about traditional medicine?

1 Look and read

Who are flying doctors?



Flying doctors

When you are sick, you can go to hospital in a car. In an emergency, you can go in an ambulance. The people who drive **ambulances** are called **paramedics**. They can give you first aid very quickly. Some countries also use **helicopters** to get people to hospital in an emergency. These are very important and can save lives.





Australia is an enormous country – 7.69 million square kilometers. It has a population of about 25 million people. Most of the people live near the coast around the country. About one third live in the countryside, in areas that are a long way from towns and hospitals – sometimes about a six-hour drive. What happens when you are sick? You can call the flying doctors!

The Royal Flying Doctor Service brings medical help to people all over Australia. The flying doctors are pilots as well as doctors. They can help with emergencies or injuries where they happen, and they can fly people to hospital. It is much quicker than traveling by road.



The Australian flying doctor service has 77 airplanes. There is a lot of medical equipment inside, and they can be used as hospitals. Doctors can even do operations inside the planes!

2 Read again and complete. Why are these things important today?

helicopters emergency paramedics airplanes

1 In an ...., you can go to hospital in an ambulance.
2 The people who drive ambulances are called .... and they can give you first aid.
3 Lots of countries use .... to get people to hospital quickly.
4 In Australia, they use .... to help with emergencies.

3 Read and answer

1 Why do people need this service in Australia?
2 What two jobs can the people in this service do?
3 What happens if you need surgery quickly?

4 Think

Do we need flying doctors in Egypt? Why?

Project:
A doctor's bag

You will need:



colored paper, a box, crepe paper or cloth, glue, scissors, ribbon, colored pens, hair band

1 Think and plan

1 What do doctors need? Think and make a list.





2 Draw your pictures. You can use a hair band, a ribbon and a water bottle cap for your stethoscope.

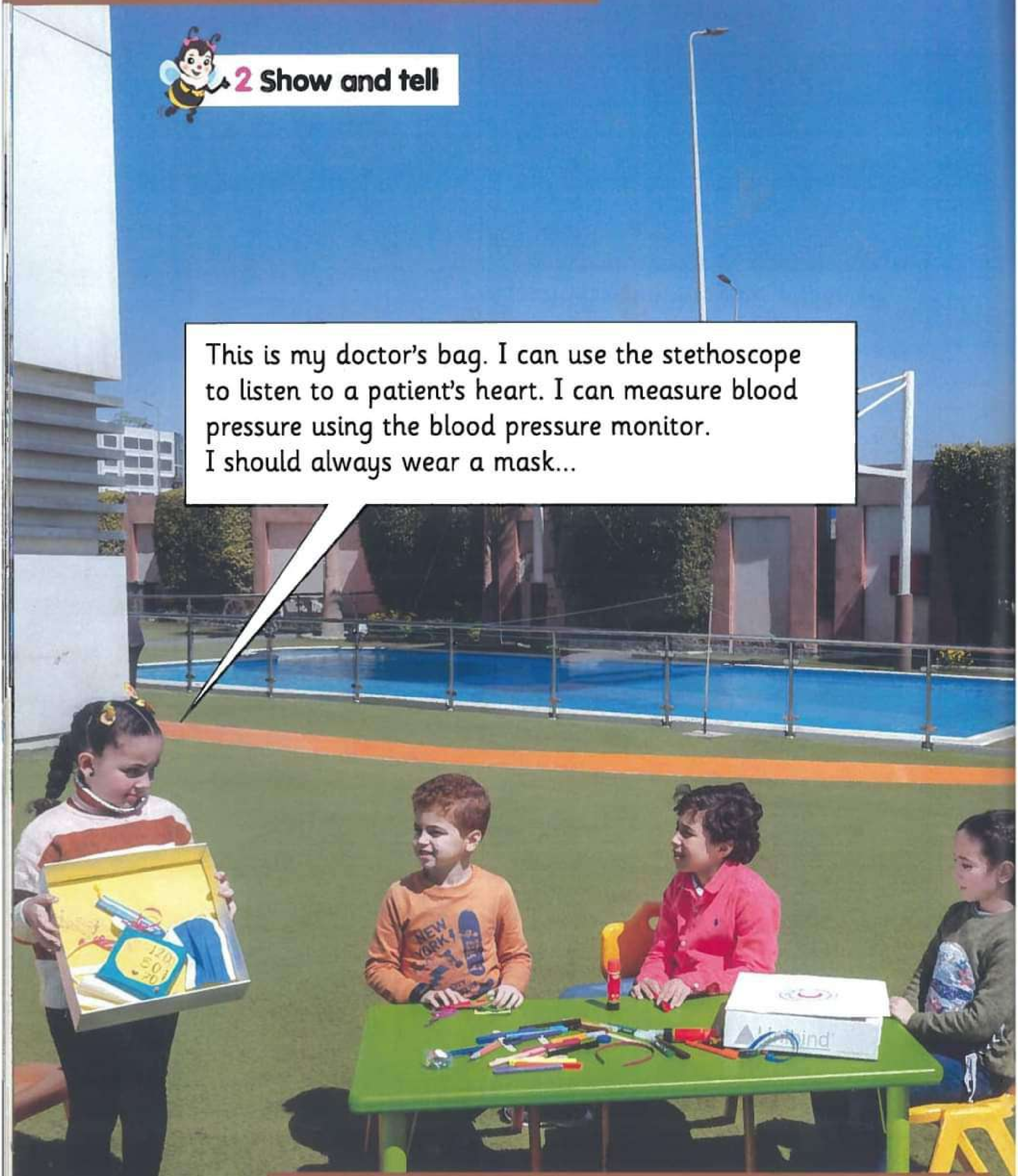
3 Cut out the label for your box and your blood pressure monitor.



4 Cut the cloth to make your mask. You can use ribbons to make the ear bands that hold the mask.

5 Decorate and fill your bag.

2 Show and tell



Language: *This is my doctor's bag. I can use the stethoscope to listen to a patient's heart. I can measure blood pressure using the blood pressure monitor. I should always wear a mask...*

Self Assessment



Read and color the stars that describe your effort

Reading and speaking 	I can read about hospitals and what doctors and nurses do to help us. ☆	I can say why hospitals, doctors and nurses are important. ☆☆	I can say why I think hospitals, doctors and nurses are important. ☆☆☆
Writing 	I can answer questions on texts about hospitals and people presenting medical help. ☆	I can write simple sentences or complete texts on hospitals and people presenting medical help. ☆☆	I can write a short text about the importance of hospitals and what doctors and nurses do to help us. ☆☆☆
Phonics 	I can recognize that some words sound the same but have different meaning and spelling. ☆	I can use words that sound the same but have different meaning and spelling. ☆☆	I can recognize words that sound the same but have different meaning and spelling. ☆☆☆
Language use 	I can understand how to talk about things that are generally true, and say what is and isn't allowed with *must / mustn't*. ☆	I can make sentences about things that are generally true, and say what is and isn't allowed with *must / mustn't*. ☆☆	I can ask and answer about things that are generally true, and say what is and isn't allowed with *must / mustn't*. ☆☆☆
Project 	I can think about what a doctor needs in a bag. ☆	I can think about what a doctor needs in a bag and why. ☆☆	I can think about what a doctor needs in a bag and why, and I can role-play using the items. ☆☆☆

Review 3

1 Look, choose and write

toddler   sculpture   bandage   ~~bracelet~~



1 ..bracelet........



2 ....



3 ....



4 ....

2 Read and choose

1 To **behave** / **inherit** is to get characteristics from your parents.

2 Doctors **wear a face mask** / **use stethoscope** to listen to your breathing.

3 An **archaeologist** / **artist** is a person who studies the past.

4 **An organism** / **A species** is a group of animals or plants that are very similar.

5 **An injury** / **A scan** is when you hurt your body in an accident.

6 **A portrait** / **An artifact** is a picture of a person.

3 Look, choose and write

elderly person   baby   ~~adult~~

a



Mariam is an ..adult..... .

b



Ilham ....

c



Nada ....

Reading

1 Listen and tick the correct picture

1



2



3



4



2 Read and complete with *must* or *mustn't*

1 You ....mustn't........ play loud music in a hospital.

2 You .... listen to the doctors and nurses.

3 You .... forget to take your medicine.

4 You .... wear a helmet when you ride your bike.

3 Read and choose, then match

1 How **much** / **many** clay is there?

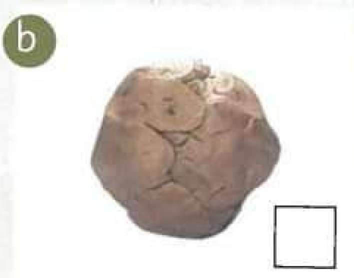
2 How **much** / **many** necklaces are there?

3 How **much** / **many** water is there?

4 How **much** / **many** juice is there?

a

3

b


c


d


4 Now answer the questions

There isn't any water.

Reading and writing



1 Read and complete

shapes	~~identical~~	seeds	abstract	models
traits	pollen grains	similar	litter	artifacts

1 Twins are two siblings who are born at the same time. (1) ..identical.. twins look exactly the same. Their bodies work and grow in the same way. Non-identical twins can be (2) .... to each other, or they can be very different. They can be two brothers, two sisters, or a sister and a brother.

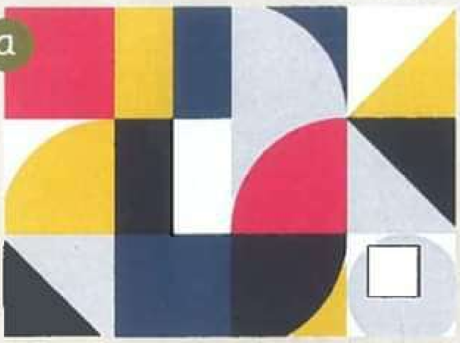
2 This is a (3) .... of newborn rabbits. They look very different from their parents! But soon their eyes will open and their fur will grow. As they get older, they will look similar to each other, but not identical. They have inherited some (4) .... from their mother and some from their father.

3 A geometric pattern is something which is made of lots of (5) .... We can see these in different places around us every day. People can use geometric shapes in art to create (6) .... patterns.

4 Plants with flowers produce (7) .... These are very small structures. Insects, birds or the wind carry them to other plants. When they are taken to another plant of the same type, the pollen grains mix with cells in the new plant to make (8) .... When these fall to the ground, they can grow into a new plant.

5 Archaeologists have also found lots of important (9) .... in tombs for the Pharaohs. People believed that these artifacts would help them in the afterlife. There were small (10) .... of boats, animals and people. Today we can see some of these objects in museums.

2 Look, read Exercise 1 again and number

a


b


c


d


e


3 Look, read and answer

1 Can identical twins be one sister and one brother?

....

2 Do baby rabbits always have the same color fur as their mother?

....

3 How do insects and birds help flowering plants?

....

4 How can we learn about what people used to put in tombs?

....

5 Do geometric patterns have to look like something real?

....



1 Listen and complete. Match and say

a sculp t u r e

b s _ _

c trea _ _ _ _ _

d h _ _ _

e p _ _ _ _ _ _ _ _

f m _ _ _ _ _ _ _













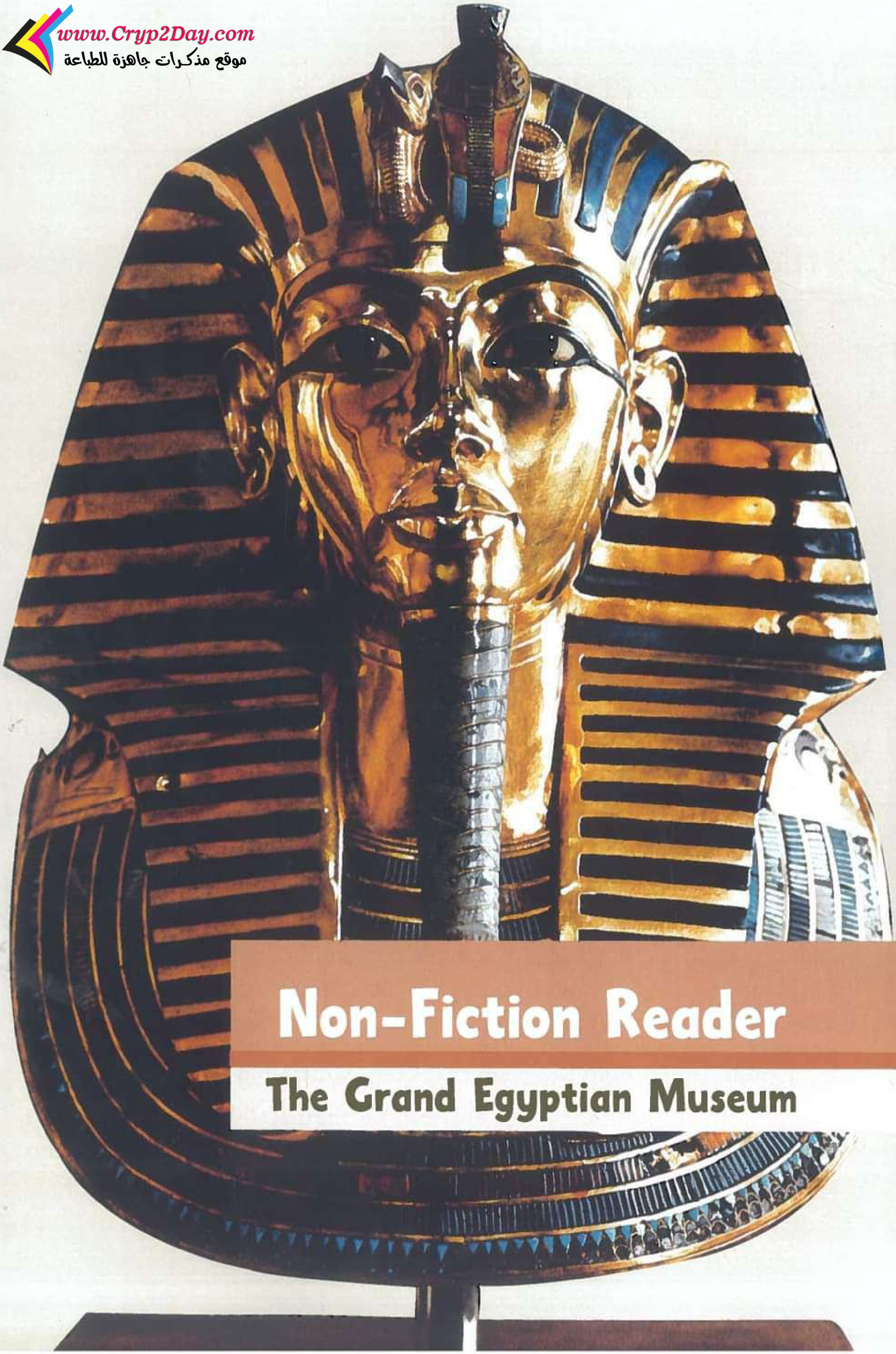


2 Listen and write the words in the correct column

~~new~~	~~glue~~	jewelry	~~rule~~	rescue
true	used to	flew	super	

ew	ue	u-e
1 ......new......	4 ......glue......	7 ......rule......
2	5	8 ....
3	6	9 ....

Teacher assessment ☐ ☐ ☐ ☐



Non-Fiction Reader

The Grand Egyptian Museum

The Grand Egyptian Museum

1 Listen and read



Why was the Grand Egyptian Museum built?

The Grand Egyptian Museum is a very exciting, new museum in Giza. It is one of the largest museums in the world. It's around 490,000 m^2, and the central room is big enough to put an airplane inside.

There is a huge statue of Ramses II in the room. It arrived at the museum in January 2018. The builders of the museum built a large room around it. There are many more statues of pharaohs displayed on the Great Staircase. From the museum there is also an incredible view of the Pyramids.

The Egyptian Museum in the center of Cairo wasn't big enough to show all the amazing treasures from Egypt's history. Some of the **display cases** were old. The new museum building has modern display cases which can keep the artifacts at the right temperature so they are safe.



There are over 100,000 artifacts inside the new museum, and over 3,000 treasures from Tutankhamun's tomb. The four rooms of Tutankhamun's original tomb were quite small – only 110 m^2. The new museum has a **replica** of the four rooms of Tutankhamun's tomb, and much bigger **galleries** to display the treasures in the same order as they were found. There are also photos of the time when people first explored the tomb.

There are **video tours** that you can watch online. These show you some of the artifacts, as well as some of the different galleries and parts of the building. Many tourists from all over the world want to visit this amazing, new museum.

2 Look, read and say

1



We can see objects in a **display case**.

2



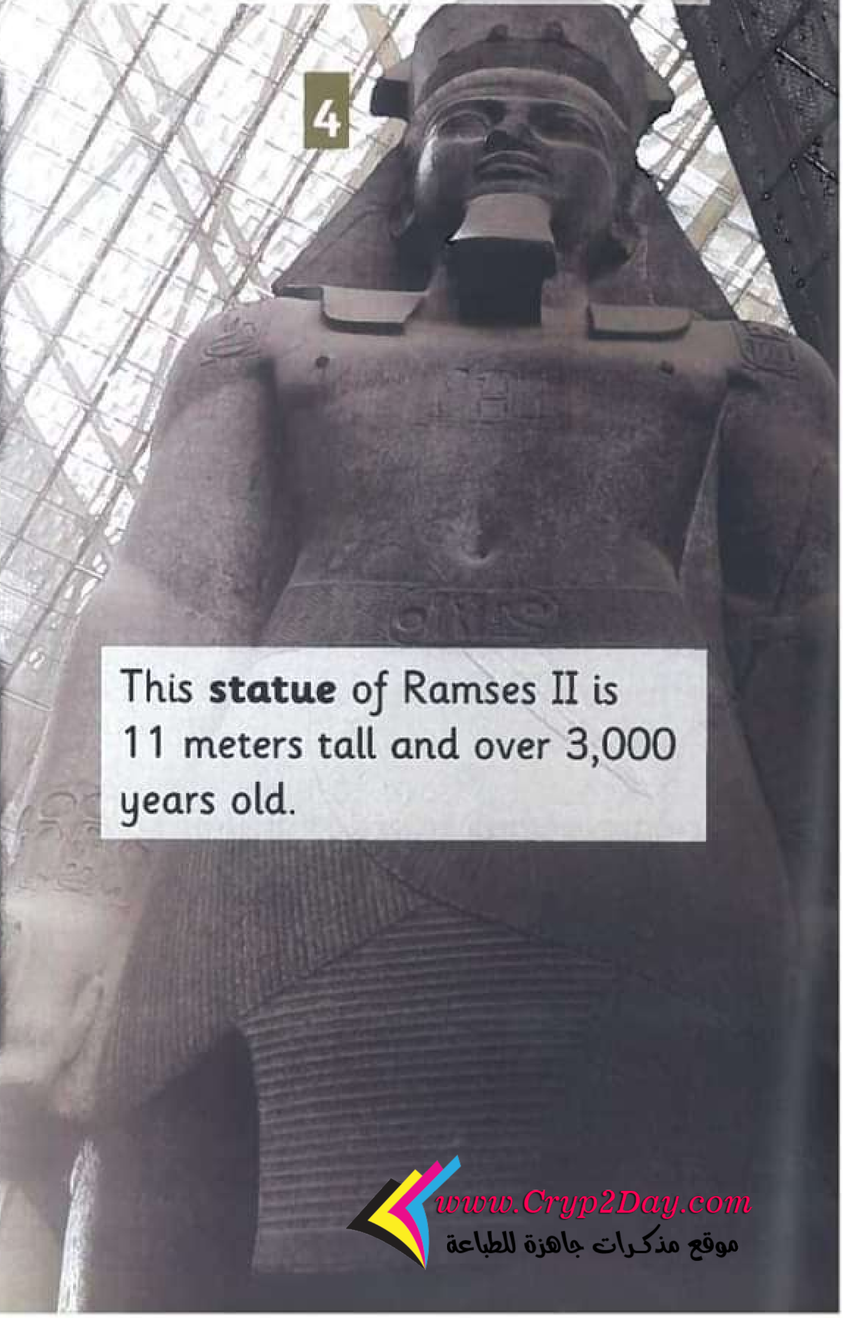
There are lots of display cases in this **gallery**.

3



This **staircase** takes you up to other galleries.

4



This **statue** of Ramses II is 11 meters tall and over 3,000 years old.

5



A **replica** is a copy of an original artifact.

3 Read and match

1 3,000
2 490,000
3 2018
4 100,000
5 110
6 4

a size of Tutankhamun's tomb in m^2
b when the statue of Ramses II arrived at the museum
c treasures from Tutankhamun's tomb
d number of rooms in Tutankhamun's tomb
e number of artifacts in the museum
f size of the Grand Egyptian Museum in m^2

4 Read again and choose

1 In the large room you can see ....
a a portrait of Ramses II. **b** a statue of Ramses II.

2 From the Grand Egyptian Museum you can see ....
a the Pyramids. **b** the old museum.

3 The museum has a replica of Tutankhamun's ....
a statue. **b** tomb.

4 You can see .... of the time when people first explored Tutankhamun's tomb.
a photos **b** videos

5 Read again and answer the questions

1 Why did Egypt need a new museum?

....

2 How do you think you can learn about the museum before you visit?

....

3 Who wants to visit it?

....

6 Look and read



1 There are lots of incredible artifacts in the Egyptian Museum in Cairo.



2

What is it?
Tutankhamun's mask
How old is it?
Over 3,000 years old
What is it made of? Gold
How tall is it? About 54 cm tall



3

What is it? The Palette of Narmer
How old is it? Over 5,000 years old
What is it made of?
Green schist stone
How high is it?
About 63.5 cm high

4



What is it?
The Merneptah Stele
How old is it?
Over 3,000 years old
What is it made of? Granite
How high is it? Over 3 meters high

Find out!

What are the artifacts made from? Find out what these materials are and where they come from.



7 Read again and answer

1 Which artifact is the oldest?

....

2 Which artifact is the highest?

....

3 Which artifact is your favorite? Why?

....

8 Imagine you work in a museum. Think of an artifact and make notes for an information card

What is it?	....
How old is it?	....
What is it made of?	....
Where did people find it?	....
What do you know about it?	....

Think about these words. Can you use any of them?

statue jewelry bracelet portrait tomb gold ivory stone



Tip!

Use phrases or short sentences to complete an information card. Use full, complete sentences to write a paragraph on ideas in the information card. Use words like *and*, *so* and *but* to link your ideas.

9 Write questions for these answers in an information card

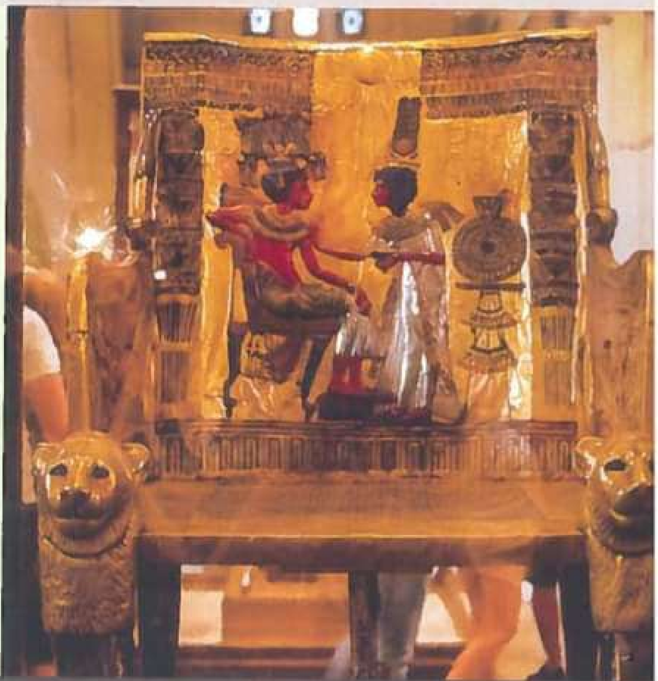
1 ....?
Tutankhamun's chair

2 ....?
Over 3,000 years old

3 ....?
Made of gold and wood.

4 ....?
From the tomb of Tutankhamun

5 ....?
Discovered in 1922 by a British archeologist



10 Write a paragraph about the artifact in Exercise 8. Draw or stick a picture

....

....

....

....

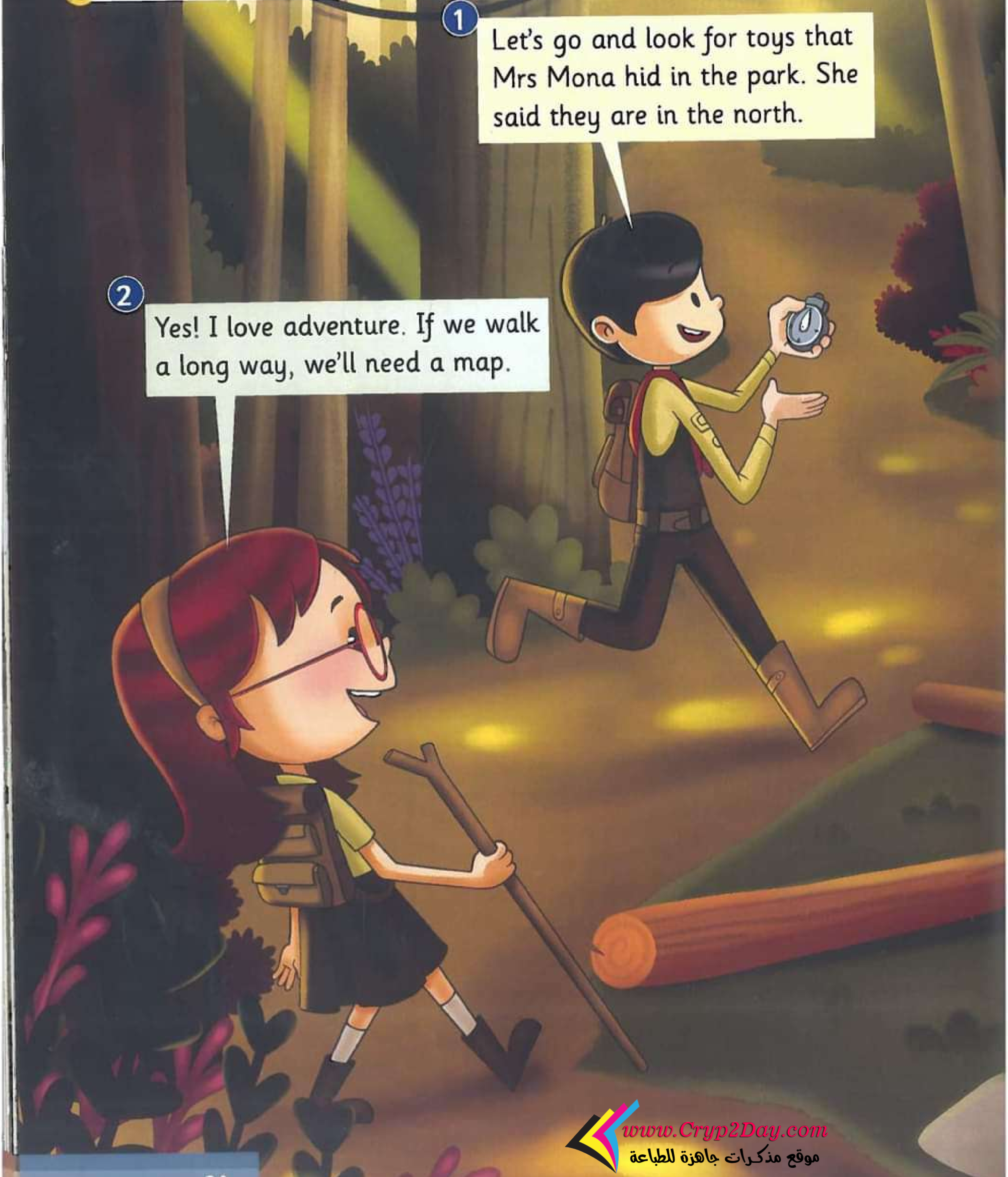
....

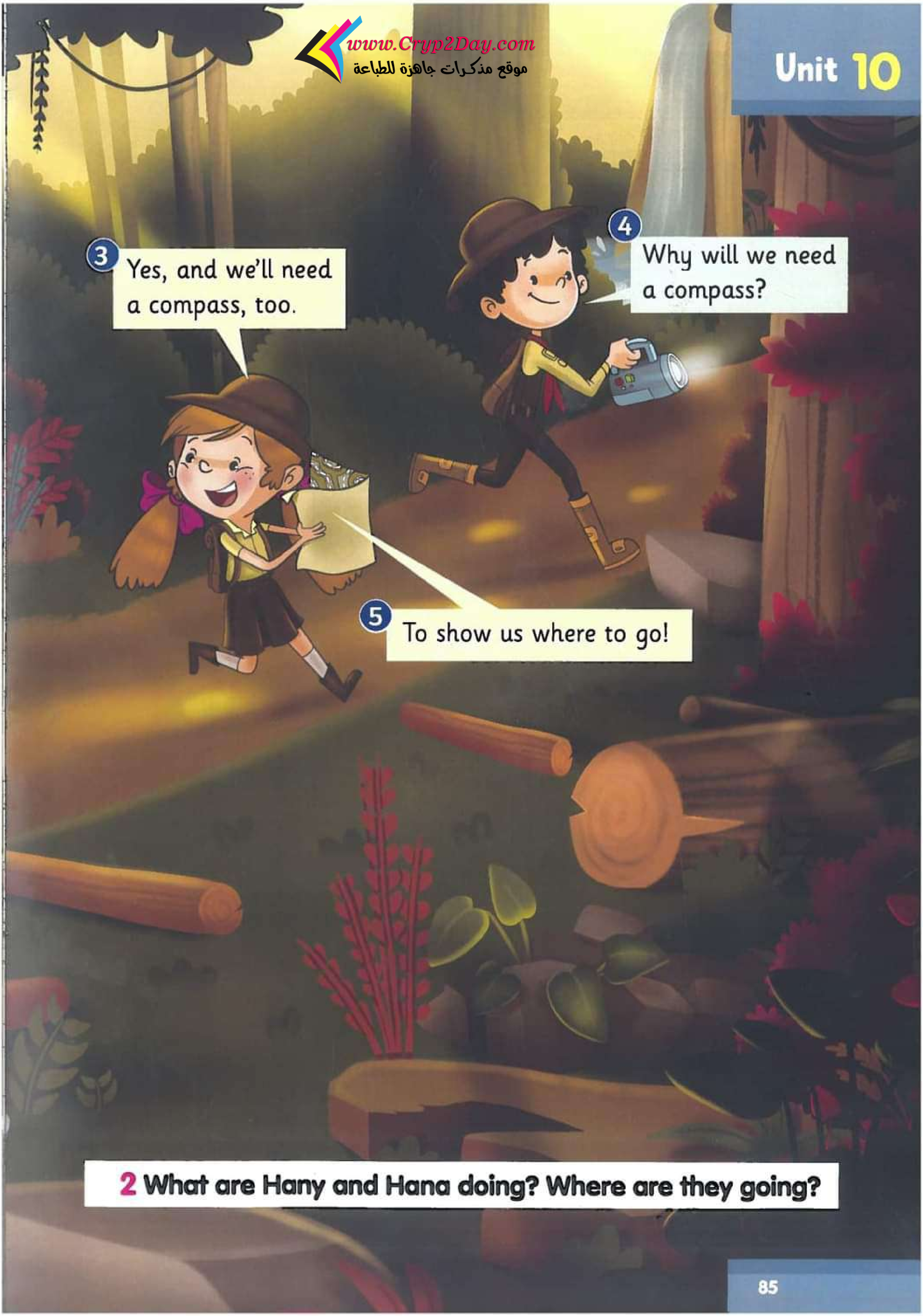
....

....

Unit 10 We love adventure!

1 **Look, listen and read. Why do the children need a compass?**





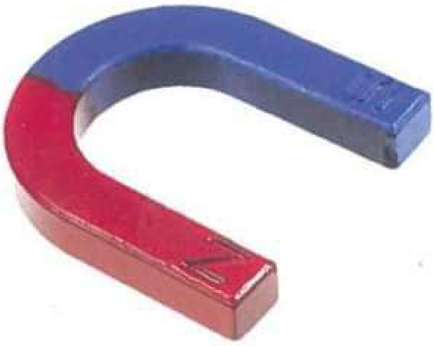
2 **What are Hany and Hana doing? Where are they going?**

Let's learn about words: Digital technology

2 Look, listen and write

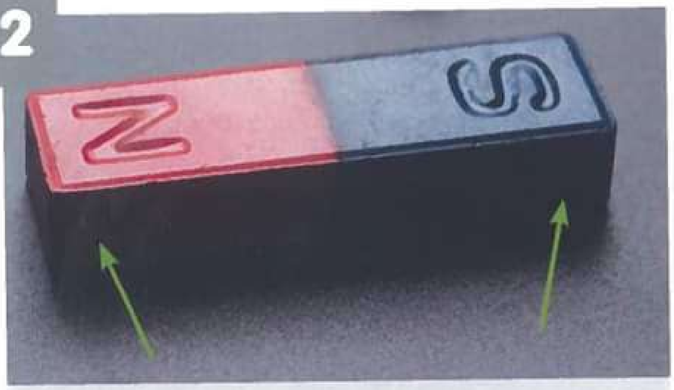
attract poles repel compass ~~magnet~~ magnetic field needle navigate

1



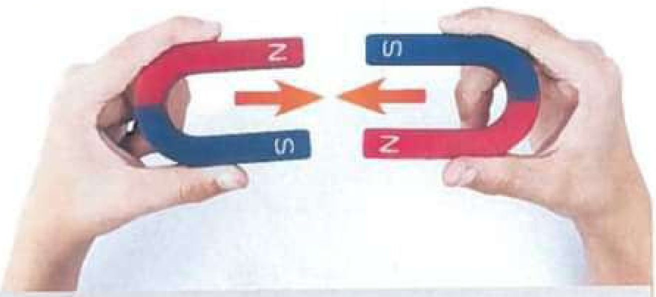
magnet

2



....

3



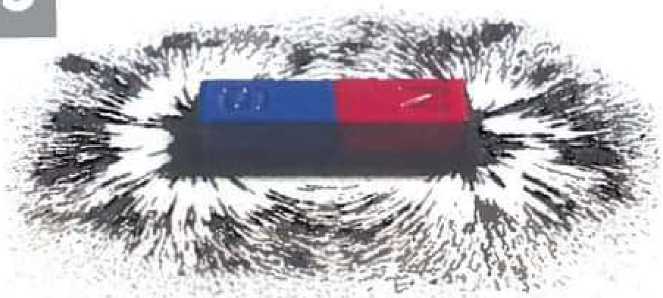
....

4



....

5



....

6



....

7



8



....

....

3 Read and write

4 Listen and check

A magnet is a piece of 1 .metal.. (ltema) that can attract or repel some other metals. Magnets have a north 2 .... (opel) and a south 3 .... (lepo)

When the north pole of one magnet is close to the south pole of another magnet, they 4 .... (rtcatat). The north pole of a magnet 5 .... (srpele) the north pole of another magnet, and the south pole of a magnet repels the south pole of another magnet.

A 6 .... (gcmineta fldie) is an area around a magnet which can pull objects towards it. We can't see this – it is invisible.

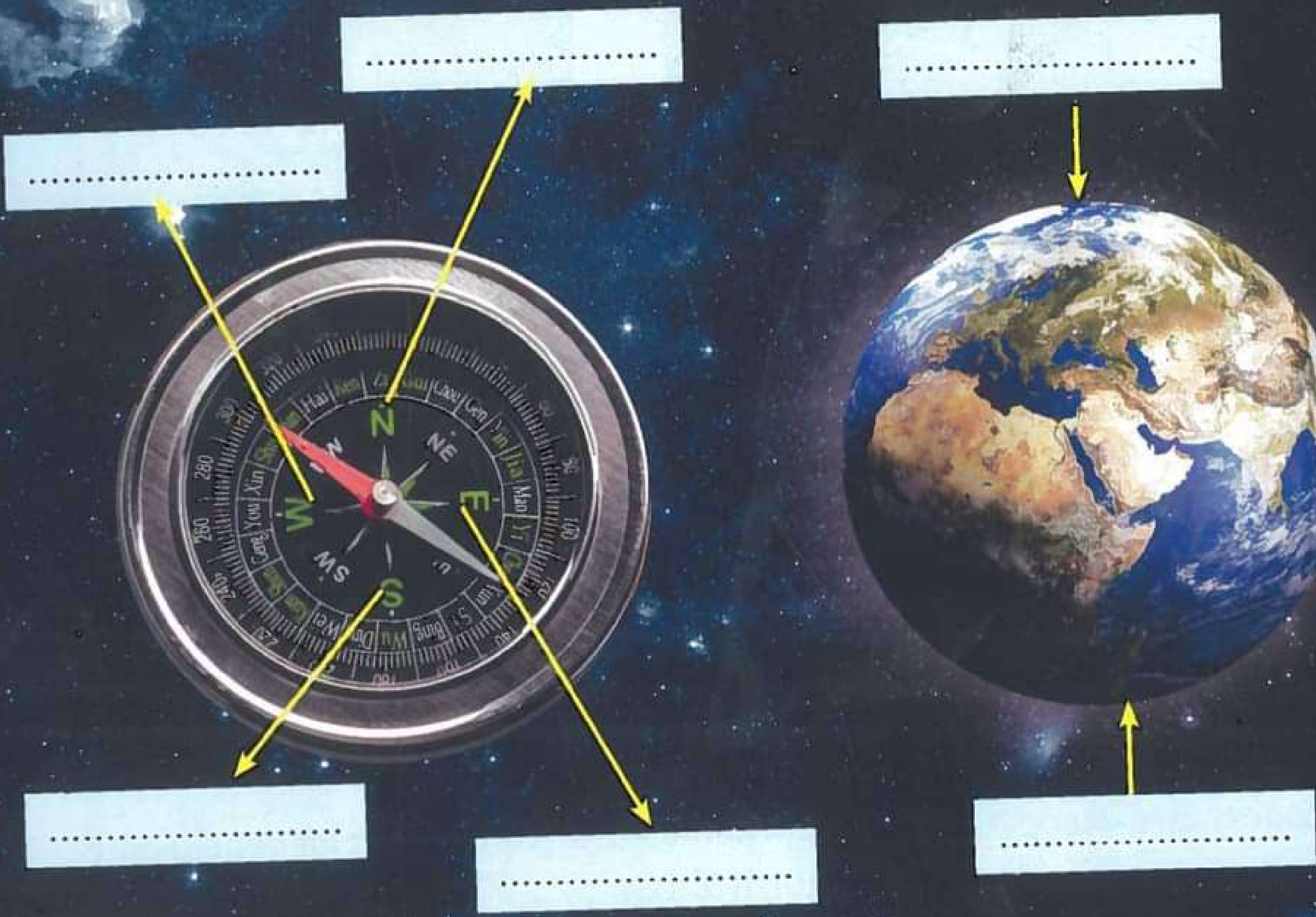
A 7 .... (pscmaso) can help you 8 .... (gneviata). The 9 .... (eldene) in a compass is a magnet. It always points to the north.

Vocabulary: *attract, compass, magnet, magnetic field, navigate, needle, repel*

Reading:
How to find directions

1 Look and complete

south	north	South Pole
east	North Pole	west





A compass can show you which direction is north. It has a magnetic needle which will point to the magnetic North Pole.

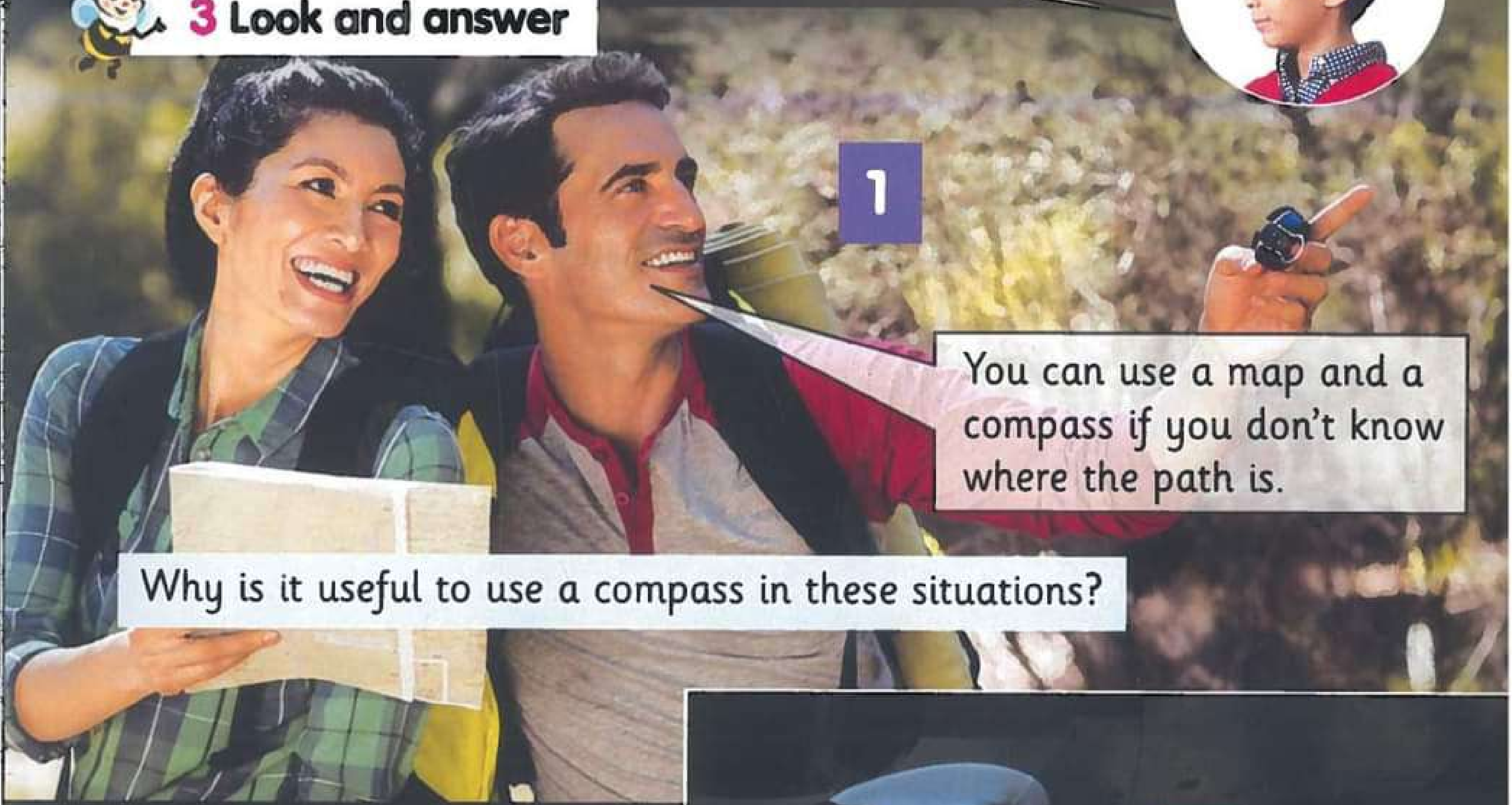
A map always has an arrow that shows the direction of north. You can use this when you read a map to show you where to go.

2 Look and say. Why is it useful to use a compass?

A compass helps us to find our way in the desert.



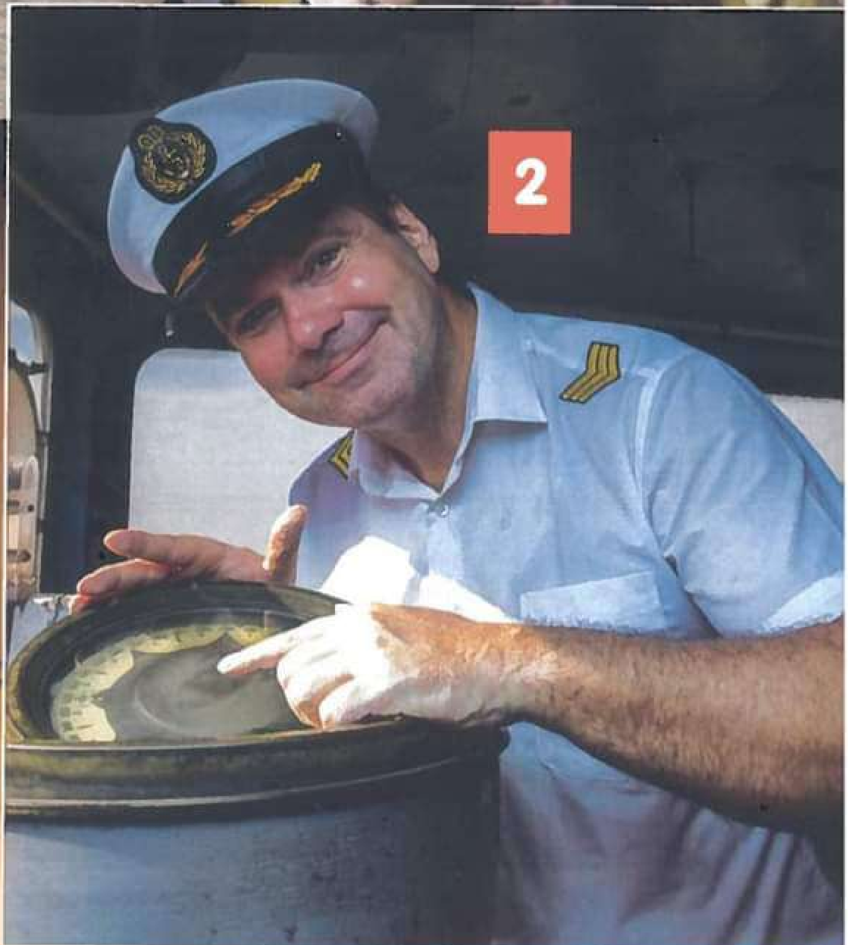
3 Look and answer



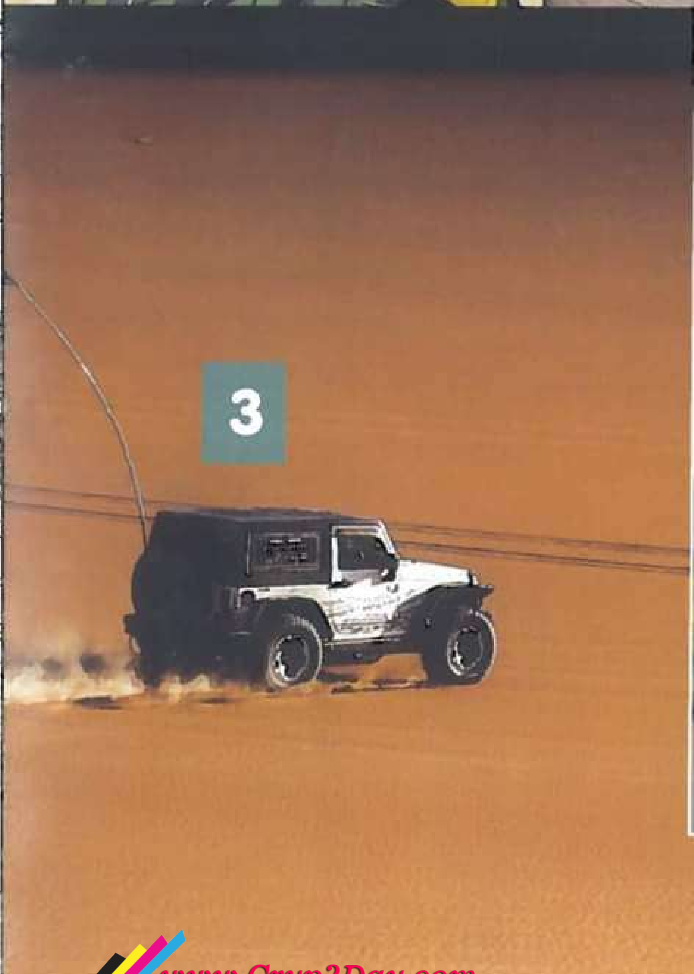
1

You can use a map and a compass if you don't know where the path is.

Why is it useful to use a compass in these situations?



2

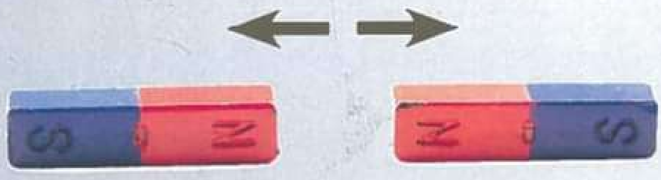


3

Language use: Conditionals

1 Listen, read and say

1. **If you put** two north poles together, **they will repel** each other.



2. **If an object is** made of metal, a magnet **will pick it up**.



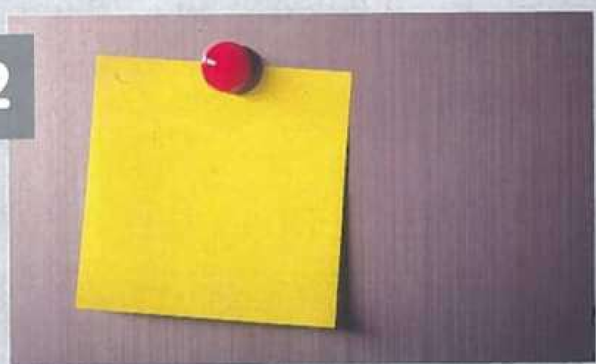
2 Read and circle

1



If you watch this video, you **learn / will learn** about magnets.

2



If you **put / will put** a magnet on a metal board, it will stick.

3



If she touches the shape, the magnet **will pick / pick** it up.

4



If he **doesn't go / will not go** that way, he'll get lost.



3 Read and match

1 If you take an umbrella,
2 If you don't wear a jacket,
3 If you go out in the rain,
4 If we miss our bus,
5 If I see my cousin,
6 If you don't eat breakfast,

a you'll be hungry.
b we'll walk to school.
c I'll say hello.
d you'll get wet.
e you'll be cold.
f you won't get wet.

Language : *If you take an umbrella, you won't get wet.*

Types of motion

1 Look, listen and write

roll   drop   land   bounce   ~~balance~~   hit



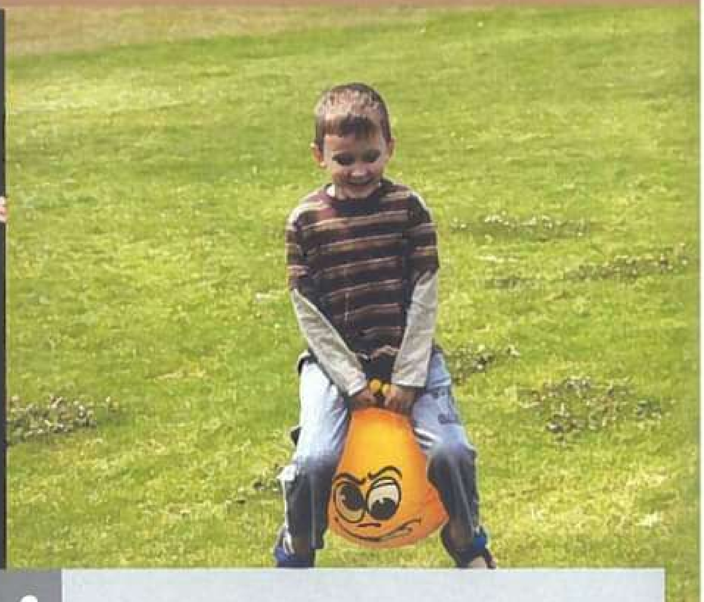
1 ....balance........



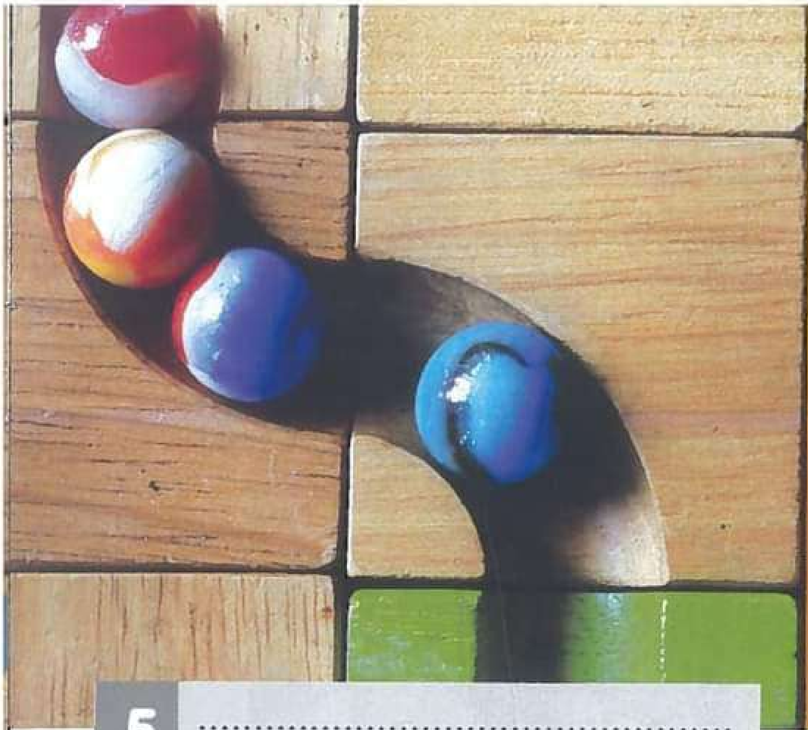
2 ....

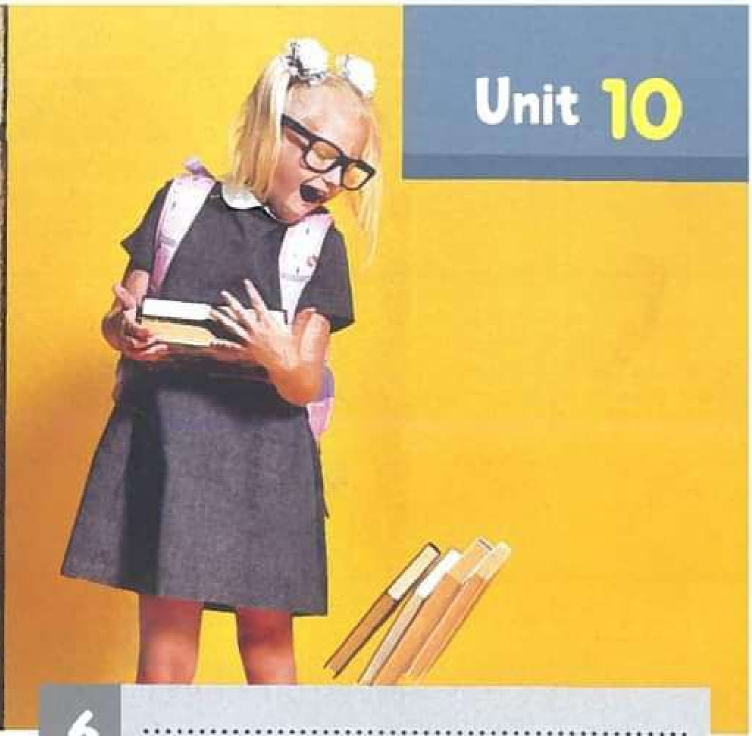


3 ....



4 ....





5 ....

6 ....

2 Ask and answer



What is number 2?

It's "land."



3 Play a game



1 Listen and read

Forces

A force is something that can make things move. **Magnetism** is a type of force, but there are others:



Push: this moves an object away or forwards – you can push a **cart** when you go to the store.



Pull: this brings something towards you – you can pull on a door **handle** to open a door.



Friction: when one object touches another object as it moves, there is a force between them. This is called **friction**. It can slow down the object that is moving.

Pushing, pulling and friction are **contact forces**. The two objects have to touch each other for the movement to happen. The contact can stop, start, or change the speed or direction of the movement.



2 Read and correct the sentences

1 A **push** force brings something towards you. ....pull..................

2 Friction makes objects move **quicker**. ....

3 A **pull** force moves an object forwards. ....

4 With a contact force, you can stop, start or change the **sound** or direction of movement. ....

3 Look and write

pull friction push ~~magnetism~~

1



......magnetism.......

2



....

3



....

4



....

Vocabulary : *contact force, friction, magnetism, pull, push*

Language use

1 Read, ask and answer

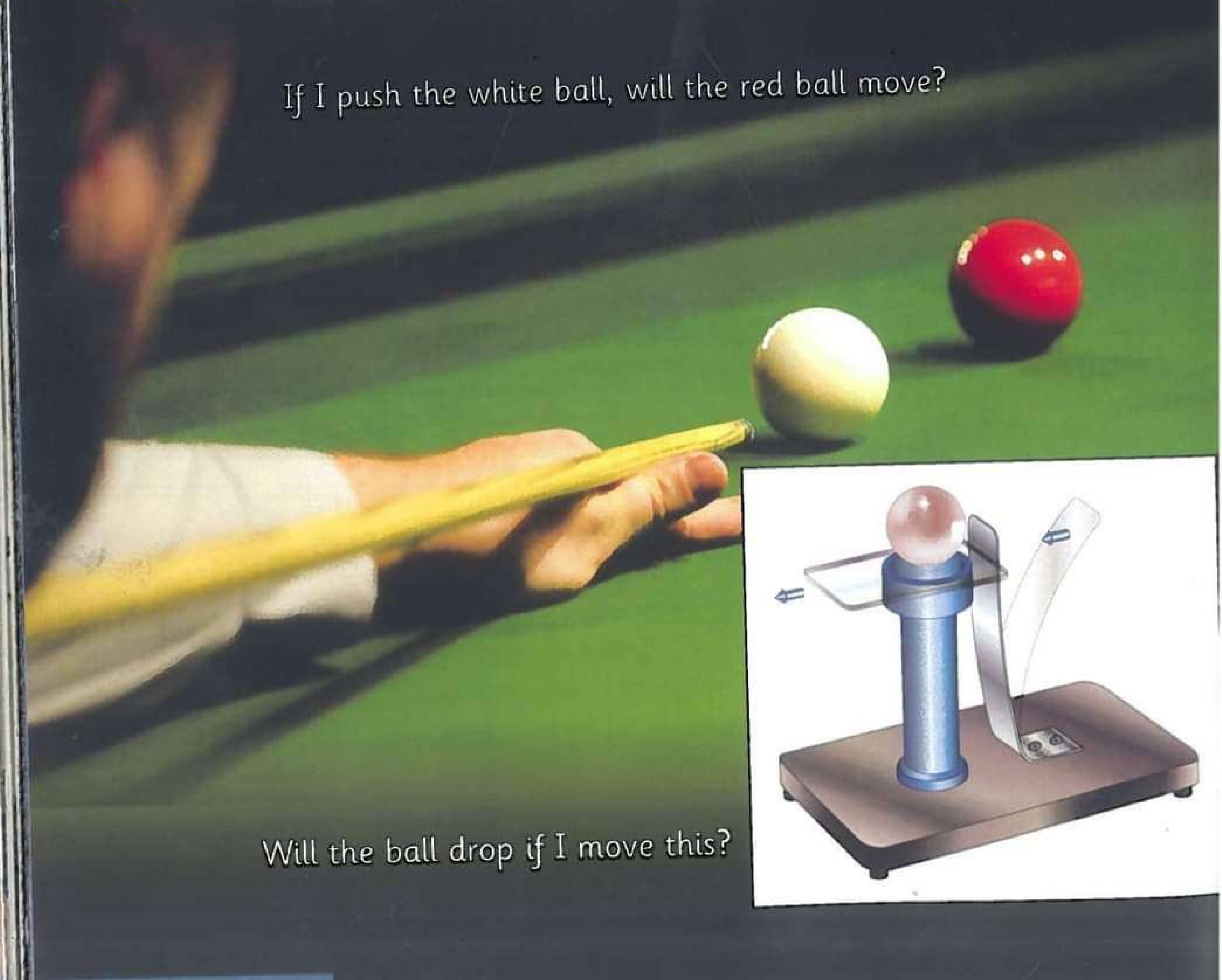


If I pull on the door handle, will I open it?



Yes, you will.

2 Listen, read and guess the answer



If I push the white ball, will the red ball move?

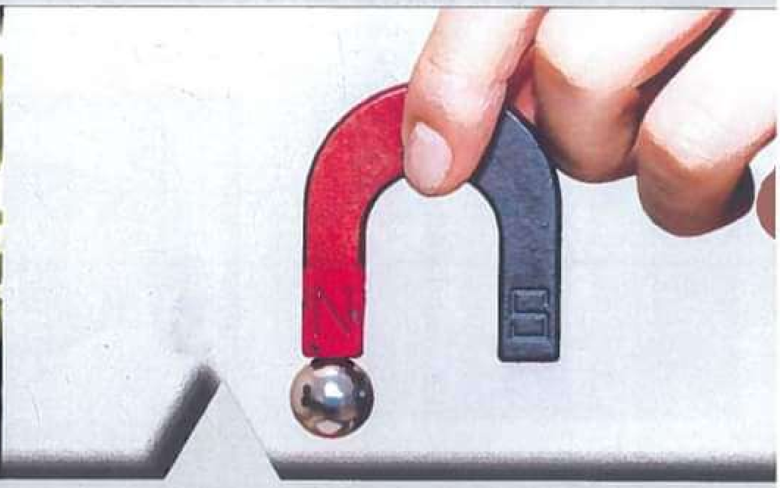
Will the ball drop if I move this?

3 Read and order

If we use a compass, (we / get / will / lost)

If we use a compass, will we get lost ?





If we put a magnet here, (the / metal ball / move / will)

....?

Will the water be cold (we / if / it / put / the fridge / in)

....?





What will we see if we (liquids / mix / these)

....?

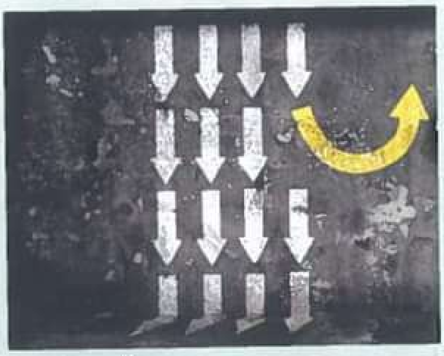
4 Read and circle

1 What will happen if we **move / moved** the book?
2 If I drop the pencil, what will it **do / did**?
3 Where will the ball **go / goes** if I throw it?
4 If I **pulled / pull** the string, will the bell make a sound?

Language : *If we use a compass, will we get lost?*

Learn sounds with Busy Bee! 'g' as 'j'

1 Listen, point and say



change



energy



bandage

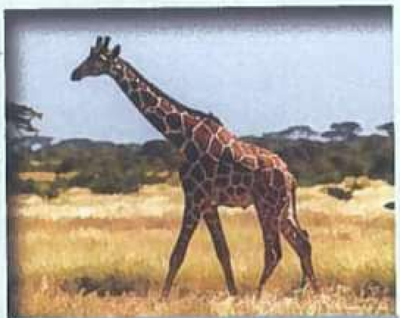
2 Listen and say. Underline the *g* as *j* sound



village



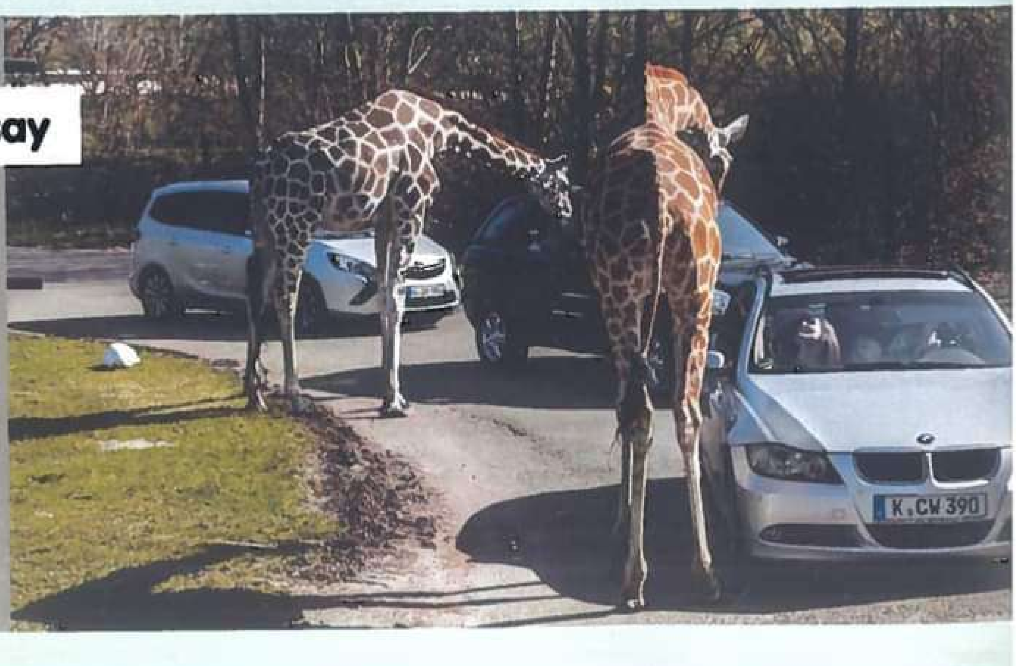
danger



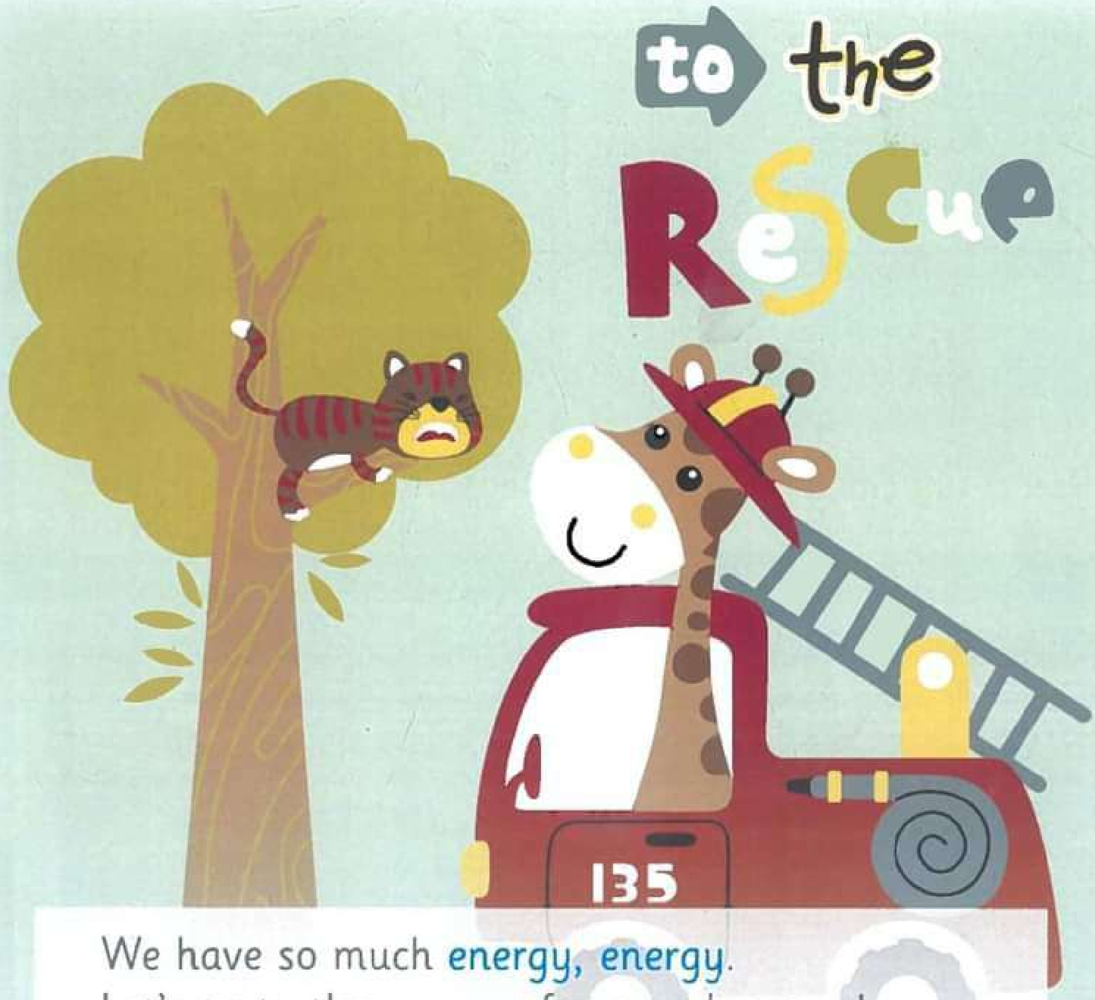
giraffe

3 Listen and say

Danger! There's a giraffe in the village!



4 Listen and complete the song with words from page 98



We have so much energy, energy.
Let's go to the .... for an adventure!
In the ...., we can see, we can see
A cat. Look, it's climbing a tree!

We have so much ...., ...
Let's go to the .... for an adventure!
In the ...., we can see, we can see
A cat in a tree! ....! ....!

Can you see?
A .... saved the cat in the tree!
The cat is hurt. Its needs a ....
The cat is tired. It has no more ....!



CLIL:
Science: Friction

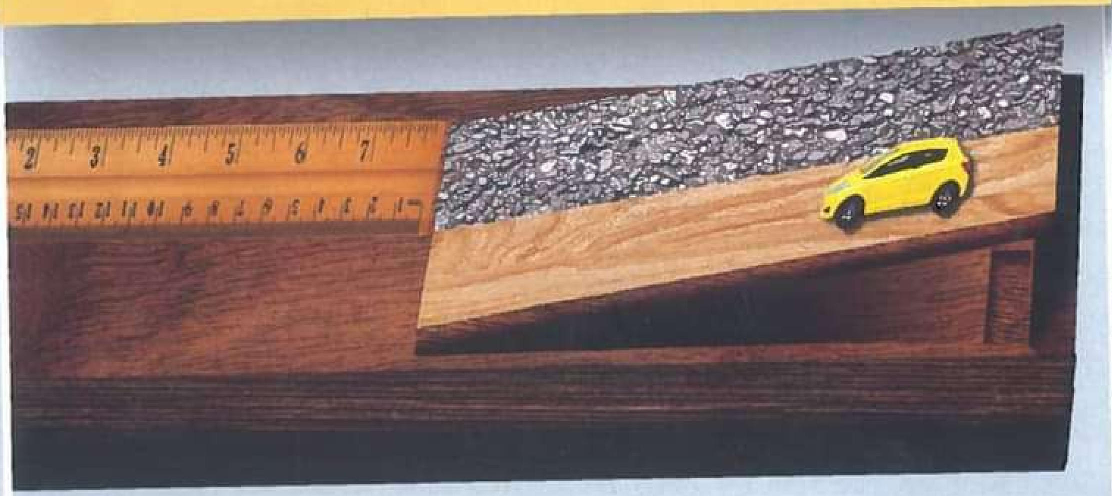
1 Look and read

Friction experiment

Friction is a contact force between two surfaces. We use it every day, from when we put our foot on the ground to run, to when we use an eraser to rub out pencil marks.

We can do an experiment to see how friction works.

Roll a toy car down a ramp. Measure how far it travels.



What will happen if we change the ramp? We can put glue and sand on it. If we roll the car down the ramp again, will the distance change?



2 Can you do the experiment with other things?

What will happen if you use different things on the ramp?

Write down how far the car travels

Tip!

- Don't change the car or the position of the ramp.
- Don't push the car – let it go gently from the top of the ramp each time.

NO.

DATE / /

Object	Type of ramp	Distance (cm)
	Smooth ramp	
	Ramp with sand	
	Ramp with ...	



3 How did you do your experiment? What happened?

We put messy paint on our ramp. The car traveled ...



4 Read and circle



5 Listen and check

Friction works in the opposite direction to the way the object is moving, so it makes things move more **quickly** / **slowly**.

CLIL:
Science: Magnets

1 Listen and read. Are magnets useful in hospitals?

Uses of magnets

Magnets are useful at home and at school. We can stick photos to magnetic surfaces, or use magnets to keep doors closed. But they are important in lots of other ways too.

Medicine

In hospitals, an **MRI scan (magnetic resonance imaging)** uses a magnetic field to make pictures of organs inside our bodies. An **X-ray** can take pictures of bones, but an MRI scan can give doctors more information. The scans are very useful and save many lives.





Farming

We know that cows eat grass, but sometimes they can eat bits of metal that are on the ground in fields, such as **nails** or bits of **wire**. Farmers give cows a magnet to swallow. The magnet stays inside the cow's stomach and attracts all the metal. This stops the metal from damaging the cow's digestive system.

Factories

Big magnets can sort out materials for recycling, or even move old cars.



Computers

Magnets are used to store information in computers. The magnetic areas used for this are narrower than human hair!





Transportation

Some of the most modern train systems use magnets. The train is lifted off the ground, so it has less friction. The magnet keeps it in the right place. The train can travel very quickly!

2 Look and write

information   friction   ~~lives~~   swallow   move

1 Using an MRI scan in hospital can save ....lives.............. .
2 Cows can .... magnets to protect their digestive systems.
3 Big magnets can .... metal and old cars in factories.
4 Computers use magnets to store ....
5 Trains that use magnets can travel more quickly because they have less ....

Project:
Make a compass!

You will need:



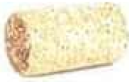
a bowl of water



a bar magnet



colored pens



a piece of cork or foam



a compass



colored paper

1 Prepare your material



1 Cut your foam into a circle. Cut two other circles out of paper. The circle should be smaller.



2 Stick your magnet onto the top circle.



3 Pour water into a bowl.



4 Stick all of the circles together. On the top circle write North, South, East and West.

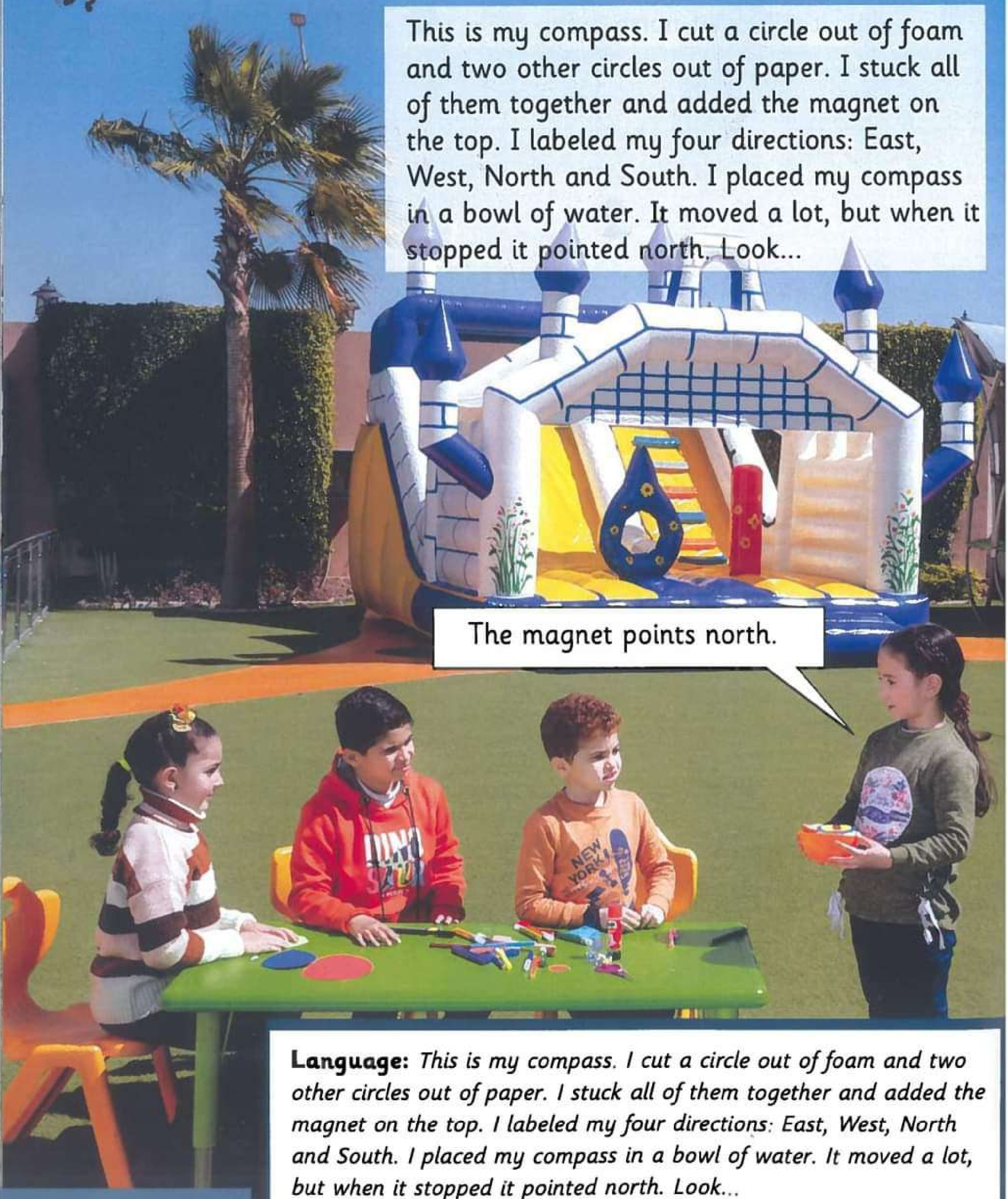
5 Place your compass on the water and watch it rotate. When it stops, it will point north.



Show and tell

1 Look at the magnet and say. Where does it point? Why?

This is my compass. I cut a circle out of foam and two other circles out of paper. I stuck all of them together and added the magnet on the top. I labeled my four directions: East, West, North and South. I placed my compass in a bowl of water. It moved a lot, but when it stopped it pointed north. Look...



Language: *This is my compass. I cut a circle out of foam and two other circles out of paper. I stuck all of them together and added the magnet on the top. I labeled my four directions: East, West, North and South. I placed my compass in a bowl of water. It moved a lot, but when it stopped it pointed north. Look...*

Self Assessment

Read and color the stars that describe your effort

Reading and speaking 	I can identify situations where we need a compass. ☆	I can identify and talk about situations where we need a compass. ☆☆	I can talk about when and why we need a compass. ☆☆☆
Writing 	I can arrange words to make a sentence. ☆	I can write complete sentences on a given topic. ☆☆	I can write a short text on a given topic. ☆☆☆
Phonics  	I can recognize words with the *g* as *j* sound. ☆	I can use words with the *g* as *j* sound. ☆☆	I can find other words with the *g* as *j* sound. ☆☆☆
Language use 	I can understand how to make conditional sentences. ☆	I can make conditional sentences using prompts. ☆☆	I can make conditional sentences using prompts and my own ideas. ☆☆☆
Life skills, values and CLIL 	I can understand how to use a compass to find direction. ☆	I can use a compass to find direction. ☆☆	I can describe how a compass moves and explain why. ☆☆☆
Project 	I can follow instructions to make a compass model. ☆	I can follow instructions to make a compass model and describe the results. ☆☆	I can follow instructions to make a compass model and describe how it moves and why it moves this way. ☆☆☆

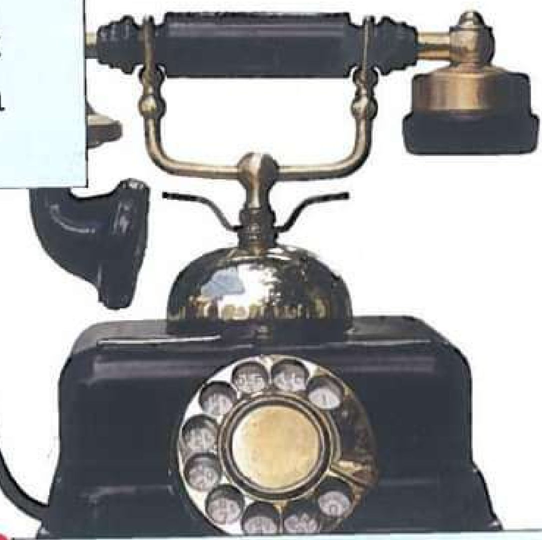
Unit 11 Keep in touch

1 Look, listen and read

What do you think a "click" is?

Communication Types

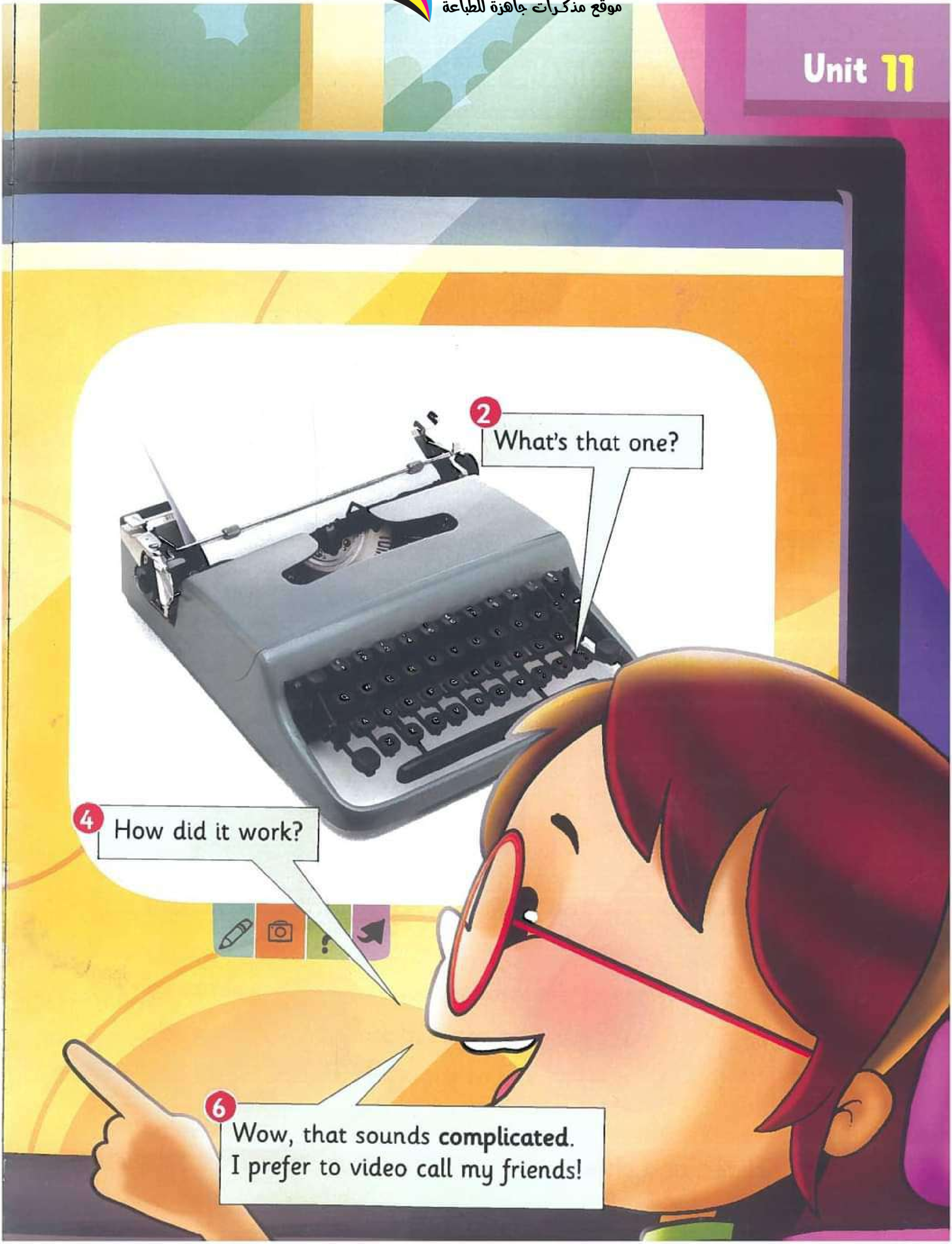
1 Look at this website, Hana. It's about how people used to **communicate**. It looks more difficult than **communicating** today!



3 That's a **telegraph machine**. It was the first way of sending messages around the world quickly.



5 It used **Morse Code**. That's a code of short and long **clicks**. The telegraph machine can send signals along a wire.


2 What's that one?
4 How did it work?
6 Wow, that sounds **complicated**.
I prefer to video call my friends!

2 Look and guess when each one was used

a		1830
b		1867
c		1876
d		1901
e		1927
f		1973
g		1981
h		1991


1 laptop


2 television



3 cell phone


4 telephone

3 Listen and check

Vocabulary: *cell phone, email, laptop, letter, radio, telegraph, telephone, television, typewriter, World Wide Web*

5



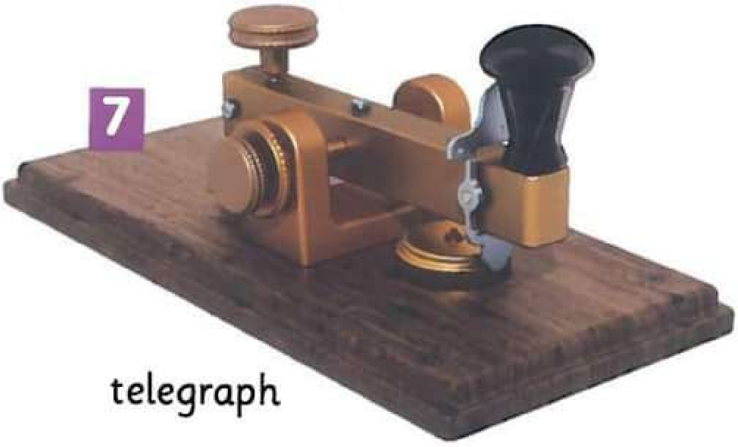
typewriter

6



World Wide Web

7



telegraph

8



radio



4 Look and write *email, letter,* or *both*

1 It can reach a person as soon as you send it. ....

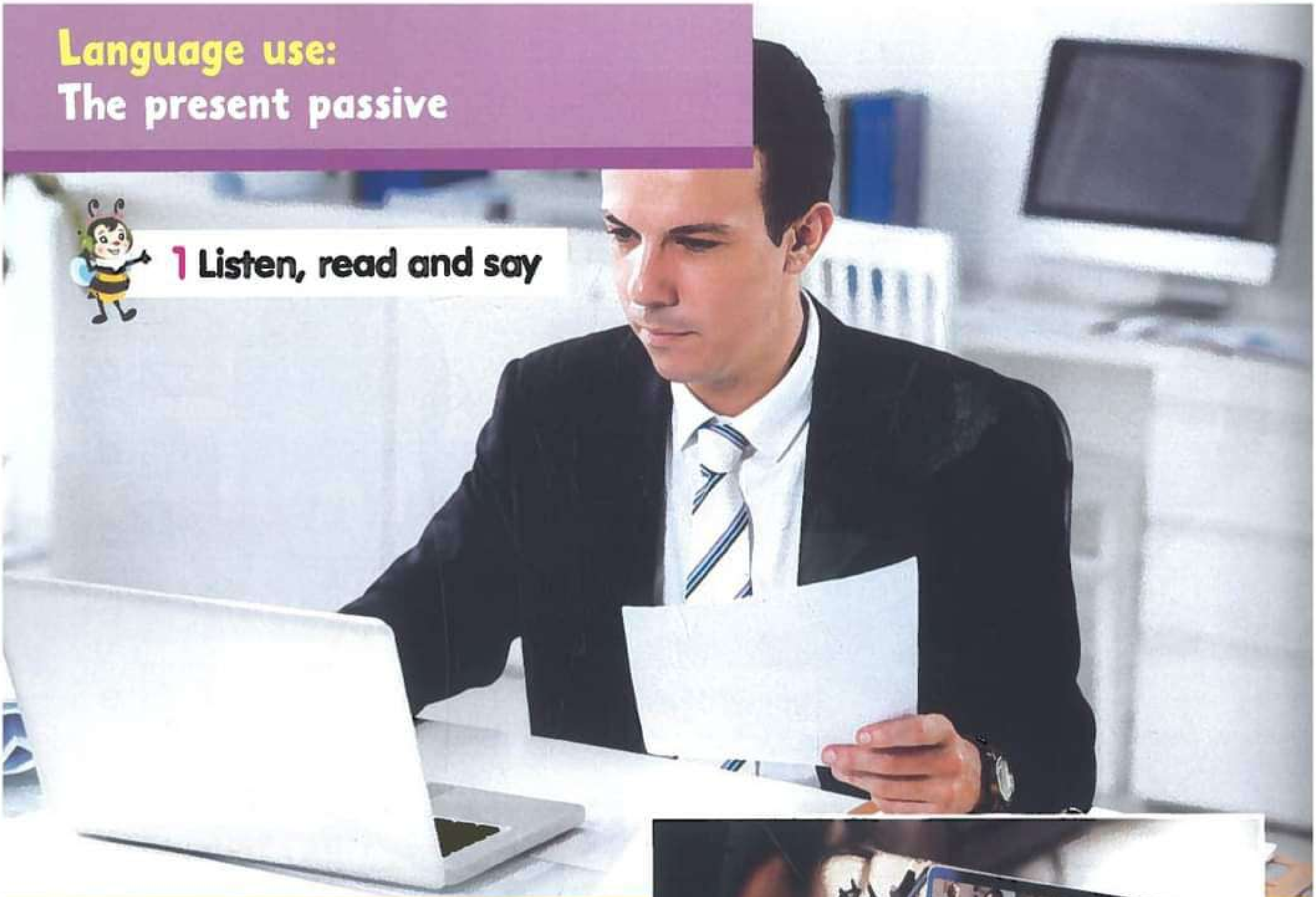
2 It can take a day or more to reach a person. ....

3 You can send the same message to lots of people. ....

4 You need to buy a stamp to send it. ....

5 It can take a long time to write it. ....

Language use: The present passive



1 Listen, read and say

Computers **are used** in many offices, stores, and businesses.

Billions of emails are sent every day.

A computer **is made** of metal, plastic and glass. It **isn't made** of wood!



Is the World Wide Web (www) **used** by lots of people?

Yes, it is!



2 Read and circle

1 Emails **is / are** sent from computers and smart phones.

2 The photos are **upload / uploaded** onto a website.

3 Videos on the internet **is / are** seen by many people.

4 Computers are **use / used** for work, communication, games, and shopping!

5 Tablets and smartphones **is / are** used in some school lessons.

3 Look and make negative sentences

1 computers / not use / in all school lessons

Computers are not used in all school lessons. ....

2 the telegraph machine / not use / today

....

3 emails / not write / with a pen and paper

....

4 a telephone / not use / for sending video messages

....

4 Look, ask and answer, then guess



Language: *Computers are used in many offices.*

Language use:
The past passive

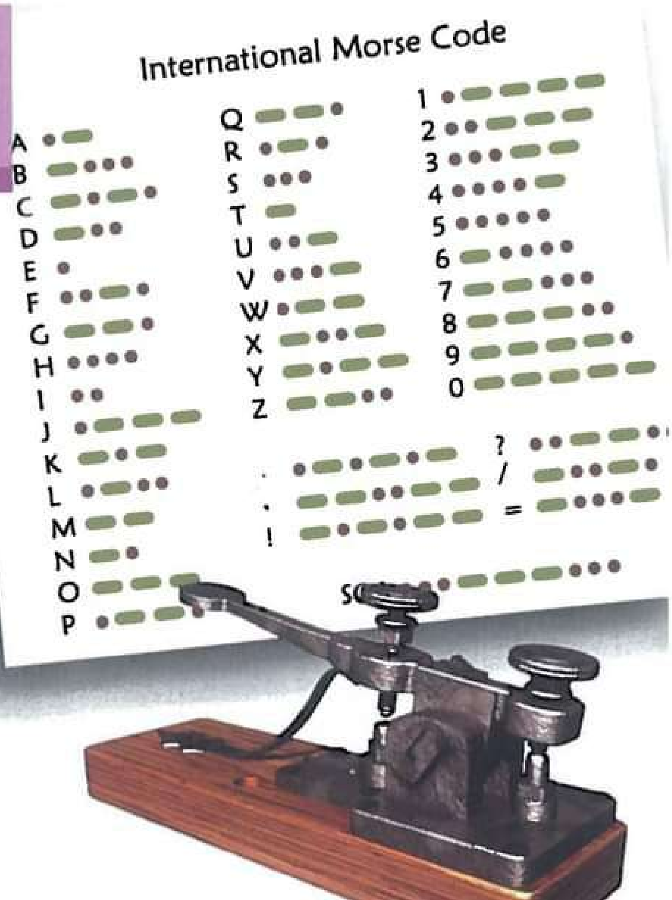


1 Listen, read and say

Morse Code **was developed** to make messages simple.



Many messages **were sent** all over the world.



The telegraph machine **was invented** in the 1830s.



2 Read and circle

The telegraph machine made it easy to communicate with people far away. Before the telegraph machine, many letters ❶ **was / were** sent. These could take a long time to arrive. Messages sent by a telegraph machine were ❷ **call / called** telegrams. In telegrams, important information ❸ **was / were** written and read quickly. They were ❹ **write / written** in Morse Code. This code was ❺ **invented / invent** by Samuel Morse. The code ❻ **was / were** understood by the person who worked in the telegraph office. They wrote the messages on paper. Then the paper messages ❼ **were / was** delivered to the correct person.

Eventually, telegrams ❽ **were / was** replaced by other forms of communication. In 1876, the telephone was ❾ **invent / invented**. People could speak directly to people far away. The first email ❿ **was / were** sent in 1971. Communication around the world is now quicker than people in the past ever imagined!

Language: *The first email was sent in 1971.*

Vocabulary

1 Look and write. Listen and check

Parts of a computer:	keyboard	monitor	printer
	mouse	~~CPU~~	external hard drive



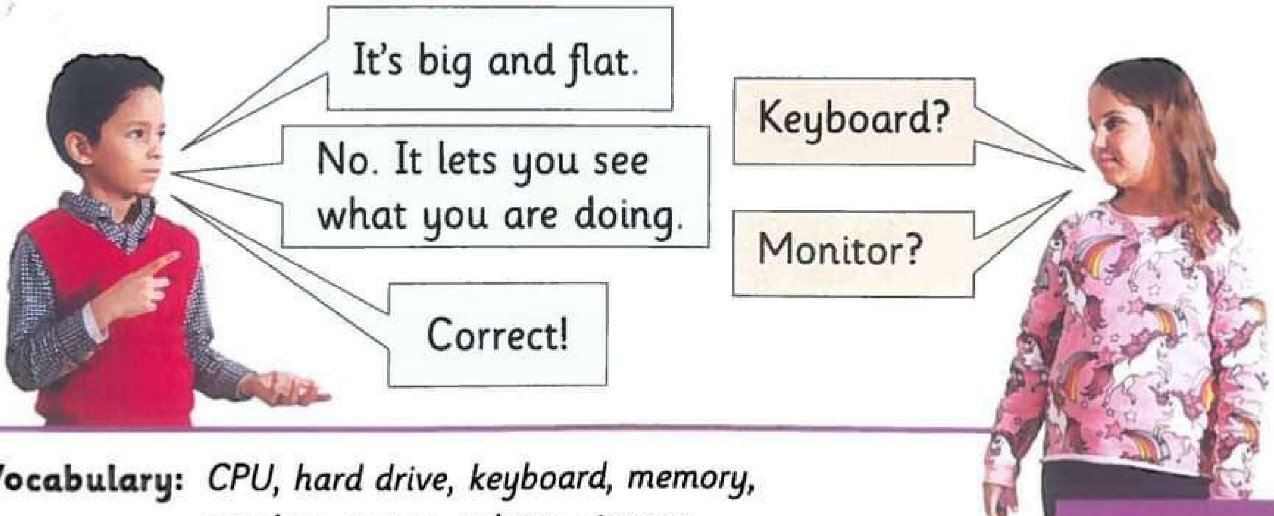
1 CPU ....
2 ....
3 ....
4 ....
5 ....
6 ....

2 Read and match the correct definition

1 memory
2 storage
3 central processing unit (CPU)

a this keeps information for a long time, often in a hard drive
b the 'brain' of the computer – it makes the computer follow instructions
c this keeps information for a short time so the CPU can use it

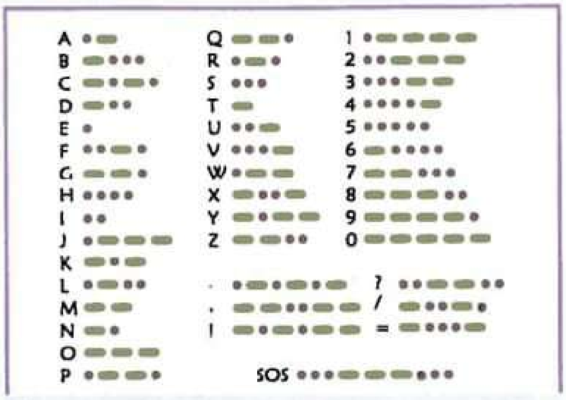
3 Describe for your partner. Say



Vocabulary: *CPU, hard drive, keyboard, memory, monitor, mouse, printer, storage*

Learn sounds with Busy Bee! aw, au, or

1 Listen, point and say



Morse Code

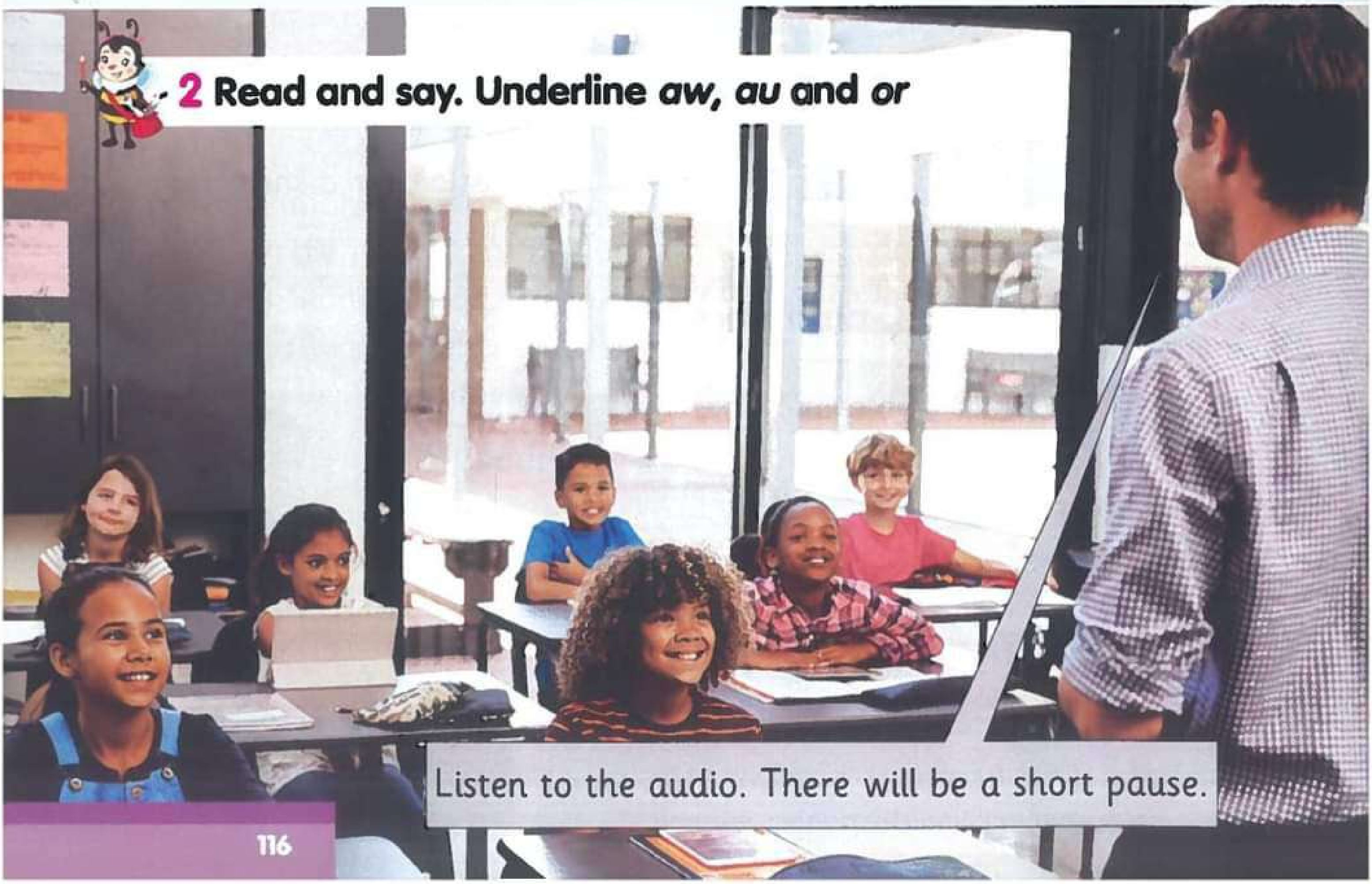


audio message



draw

2 Read and say. Underline *aw*, *au* and *or*





3 Write and say

pause   short   draw   audio



Let's play a game. I'll make an (1) .... message about a picture, and play it to you. When I (2) .... the audio, you (3) .... the picture!

OK! Will it be a (4) .... audio? I'm not very good at drawing!

Reading:
Transportation

1 Read and number

1 This is an old-fashioned type of transportation. You need an animal for this.
2 This was invented in 1886 and it had three wheels and an engine.
3 Modern electric ones were invented in 1996.
4 Old ones used fossil fuels and caused pollution.
5 Modern ones can use magnets and go very fast.



☐ ....



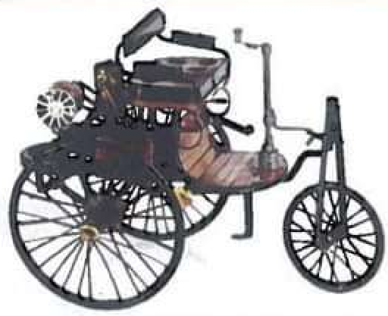
☐ ....



☐ ....



☐ ....



☐ ....

2 Look again. Write and say

high-speed train the first car horse and cart electric car steam train

3 **Read and complete the table below. You can use each one more than once**


bike


subway


boat


train


ferry


bus


taxi


car


airplane


on foot

Transportation within a city	Transportation for long journeys
bike	

Transportation on water	Transportation for lots of people

Reading:
Pros and cons of transportation

1 Look and read. What are pros and cons?

Pros and cons of transportation

Adam wants to visit his friend Wael, who lives on the other side of the city. It's a busy city with lots of traffic in some places. He doesn't want his journey to cost a lot of money or cause too much pollution. His parents want him to travel safely.



	Pros	Cons
On foot	• cheap • no pollution	• could be dangerous if there is a lot of traffic • might take a long time to walk to the other side of the city
By bike	• cheap • no pollution	• could be dangerous if there is a lot of traffic
By car	• safer and quicker than walking or cycling	• causes pollution • there is already a lot of traffic in the city • it costs more to travel by car
By bus	• safer and quicker than walking or cycling • cheap	• may not be as quick as going by car • might have to wait for a bus • causes pollution

2 Read again and write *True* or *False*

1 Bikes don't cause pollution, but they can be dangerous in a busy city. ....

2 It is quicker to walk than to go by bike. ....

3 A bus is usually slower than a car. ....

4 A bike is faster than a bus. ....

5 A bus is cheaper than a car. ....

Reading:
Pros and cons of transportation

3 Look and read

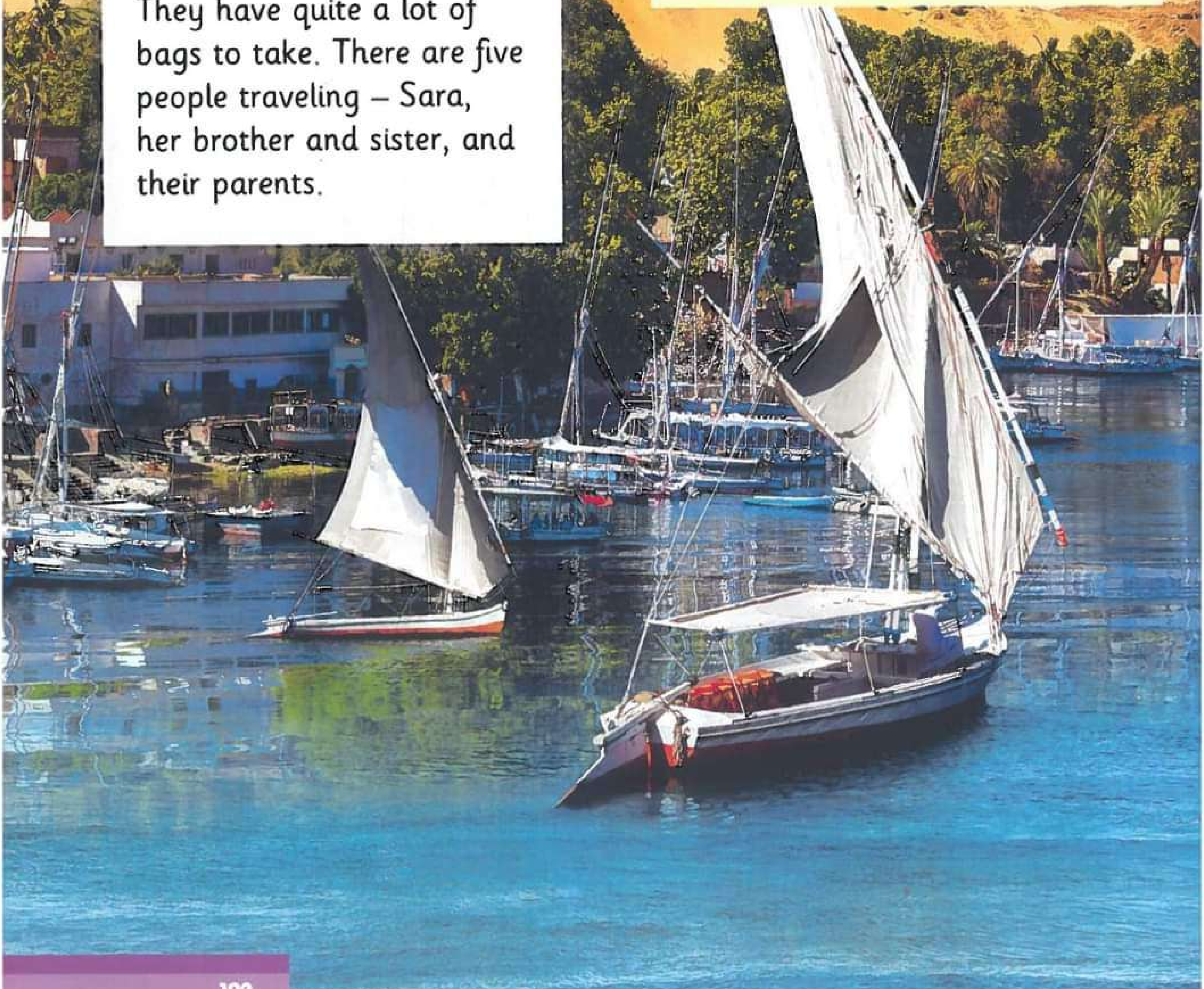
Sara and her family live in Aswan, and they want to travel to Cairo on holiday. Sara's dad wants to travel quickly. Sara's mom wants the journey to be comfortable. Sara took a lot of clothes with her. They have quite a lot of bags to take. There are five people traveling – Sara, her brother and sister, and their parents.

4 Read again and complete with *Dad, Mom* or *Sara*

Who wants to travel quickly?

Who wants to have a comfortable journey?

Who is taking a lot of clothes?



	Pros	Cons
By car	• can travel at time that suits them, can see the country as they travel	• could take over ten hours • might have to stay overnight somewhere, could be expensive • car will be full with five people and bags • hard to drive over 850 km
By train	• cheap • can travel overnight and sleep on the train	• could take over 13 hours • might not be very comfortable • needs tickets for five people • could be expensive
By plane	• quick • easy	• causes the most pollution • needs tickets for five people
By bus	• cheap • lots of room for bags	• slower than plane, car or train • needs tickets for five people • might not be very comfortable

5 Look and say

What type of transportation do you think Adam and Sara's family should choose? Discuss in groups.



What is the best way for Adam?

I think he should travel by car.

Why?

It's ....



Design a vehicle

You will need:


paper


scissors


balloons


colored pencils



glue


plastic bottles



1 Read and think. Make notes

1 Where does your vehicle travel? You can use these ideas or your own.

roads water air space subway

....

2 How many people can travel in it?

....

3 Does it travel short journeys, long journeys, or both?

....

4 What is it made of? You can use these ideas or your own.

glass metal recycled plastic

....

5 What kind of fuel does it use? You can use these ideas or your own.

solar wind electricity steam

....

6 How can you make sure it is good for the environment?

....



2 Draw and label your vehicle

3 Write a paragraph to describe your vehicle

....

....

....

4 Tell your class about your vehicle

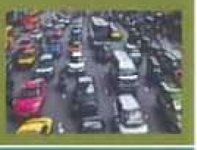


Language: *My hot air balloon travels in the air. It can carry 4-6 people. It uses energy from fuel. It could cause some pollution...*

Self Assessment



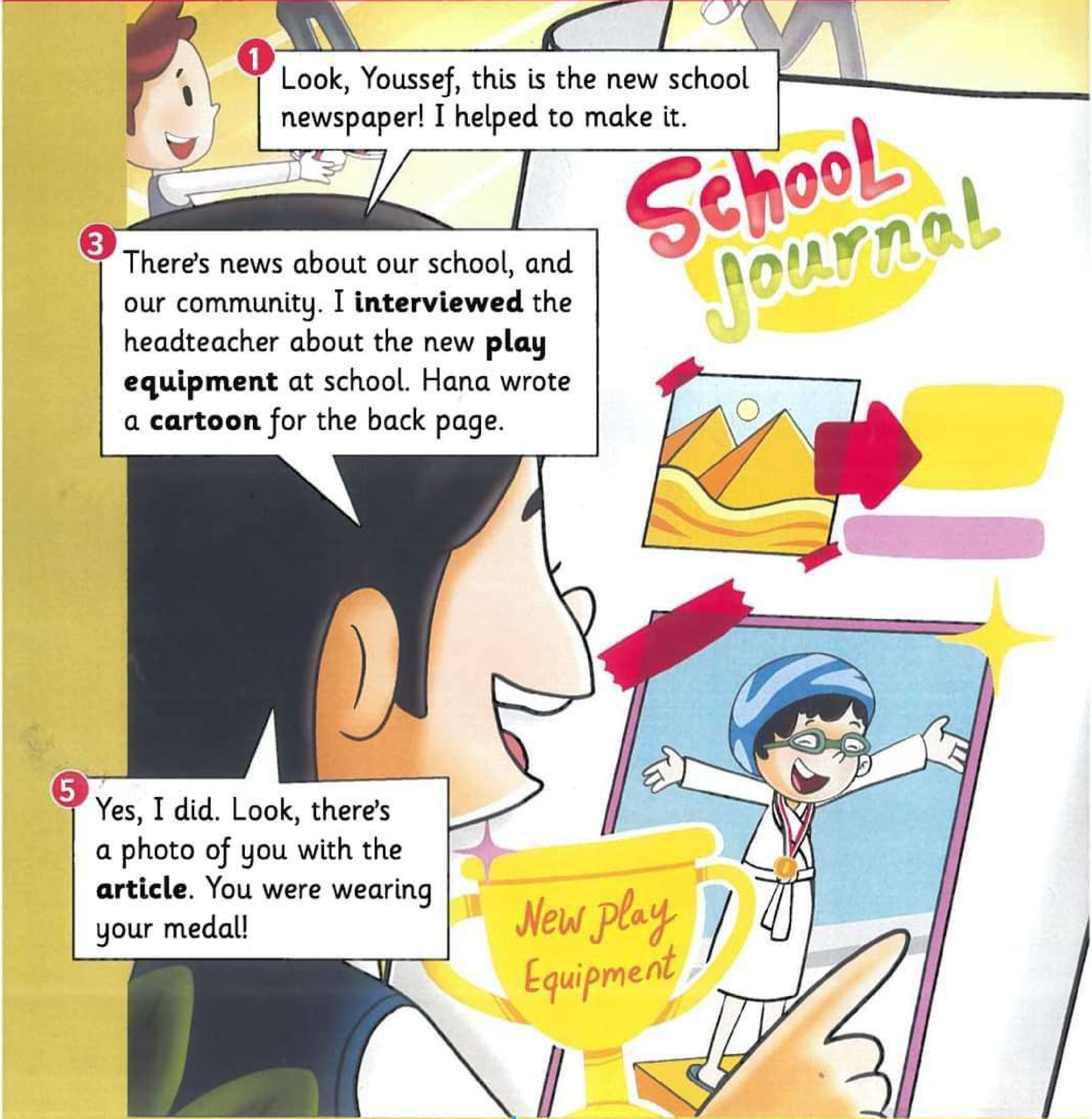
Read and color the stars that describe your effort

Reading and speaking 	I can read about communication now and in the past. ☆	I can talk about communication now and in the past. ☆☆	I can talk about my favorite means of communication and say why. ☆☆☆
Writing 	I can complete sentences using given words. ☆	I can answer questions on a reading text. ☆☆	I can write a short paragraph using correct punctuation marks. ☆☆☆
Phonics  aw au or	I can recognize words with *aw*, *au* and *or* spellings. ☆	I can use words with *aw*, *au* and *or* spellings. ☆☆	I can find other words with *aw*, *au* and *or* spellings. ☆☆☆
Language use 	I can use the passive to talk about inventions. ☆	I can make sentences using the passive to talk about inventions. ☆☆	I can ask and answer using the passive to talk about inventions. ☆☆☆
Life skills, values and CLIL 	I can understand the pros and cons of using a means of transportation. ☆	I can say the pros and cons of using a means of transportation. ☆☆	I can talk about the pros and cons of using a means of transportation and say which one I prefer. ☆☆☆
Project 	I can think about what is important in designing a vehicle. ☆	I can draw and label a picture of the vehicle I have designed. ☆☆	I can present my work about my vehicle to the class and explain its features. ☆☆☆

Unit 12 Community connections

1 Look, listen and read

Who wrote a cartoon for the back page?




2 Great! That looks really interesting. What's in it?
4 **Brilliant!** Did you write about the swimming competition?
6 My mom will want to see that! Well done, Hany.

1 Look and label. Listen and check

advertisement	article	byline	caption
cartoons	~~headline~~	sports	weather



2 Read and circle

1 This gives us information about competitions and games:
headline / sports

2 This tells you if it will be sunny, cold or rainy:
weather / article

3 This tells a story about something that happened:
article / caption

4 This tells you about something you might want to buy:
cartoon / advertisment

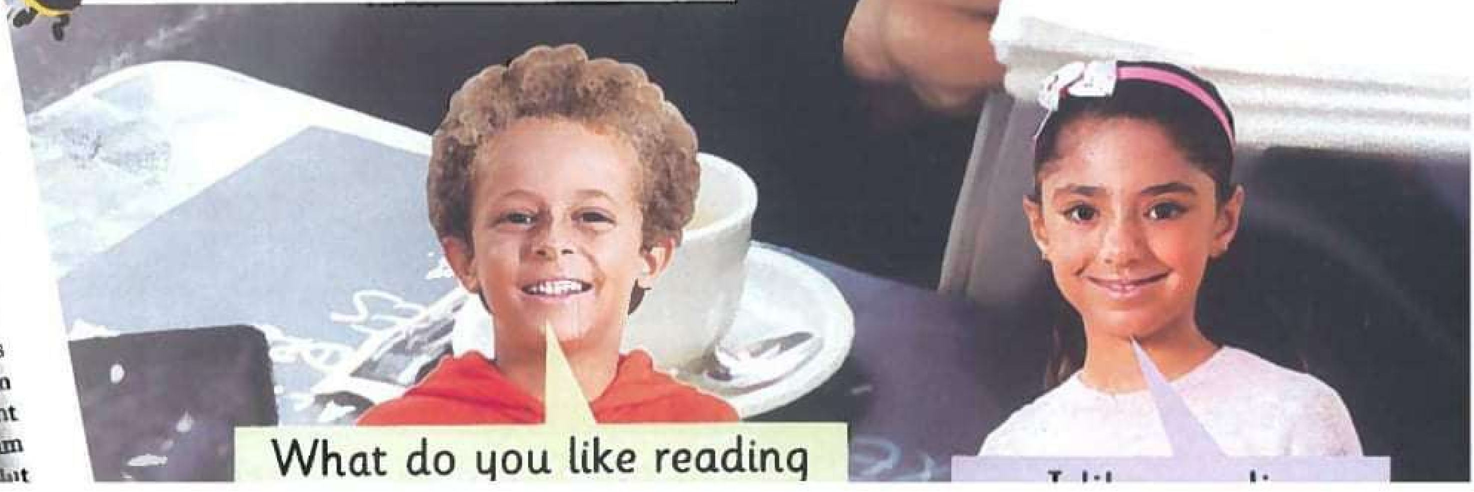
5 This short text is at the top of a story:
byline / headline

6 This tells you who wrote a story:
weather / byline

7 This can make you laugh:
sports / cartoon

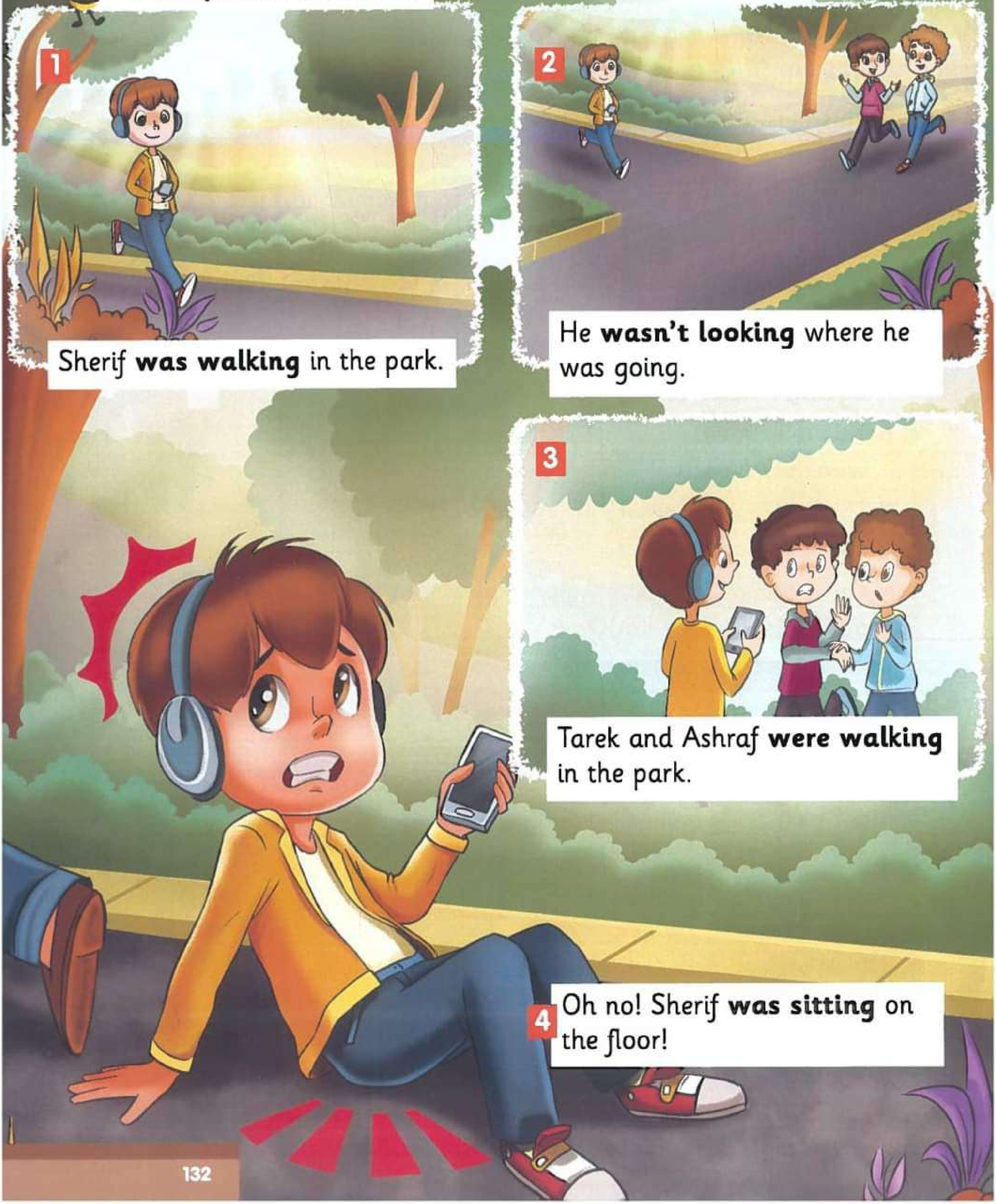
8 This explains who is in a photo or what is happening:
advertisement / caption

3 Look, ask and answer



Language use:
The past continuous

1 Look, listen and read



2 Look, read and circle *a* or *b*



1

a Dad was making breakfast for the children.
b The children were making breakfast for Dad.



2

a She was running on the track.
b They were running on the track.



3

a They were listening to the guide.
b They weren't listening to the guide.

3 Read and complete for you

At ten o'clock last Friday I was ....
I wasn't ....

Language: *Sherif was walking in the park.*

1 Listen, read and circle



Talia Why were you **traveling / travel** on the bus yesterday?

Aya I **was / were** visiting my grandparents.

Talia What did you see?

Aya I saw children putting up posters outside a school.

Talia Why **were / did** they doing that?

Aya They **were / are** advertising 'Help the Environment' Day. Some children **have / were** talking about what we can do to protect the planet.

Talia What did you do?

Aya I got off the bus to listen. They were **say / saying** some very important things. One boy was **show / showing** a video he made about cleaning the beach.

Talia Was he **answer /answering** questions about it?

Aya Yes, he was. It was very interesting.

2 Read again and answer the questions

1 Why was Talia traveling by bus yesterday?

She was visiting her grandparents. ....

2 What were the children doing?

....

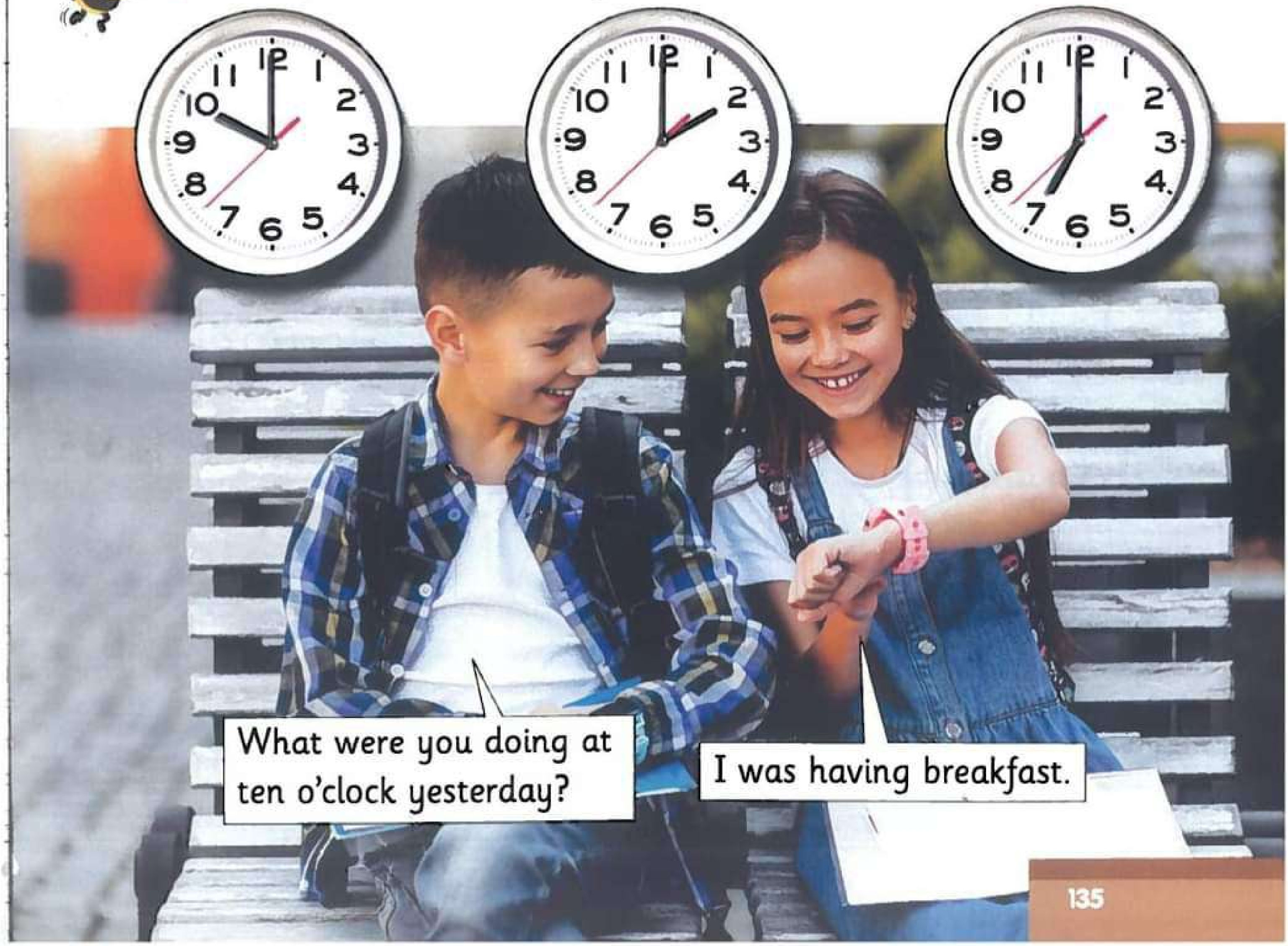
3 Why did Aya get off the bus?

....

4 What was one boy doing?

....

3 Ask and answer about yourself



1 Listen, point and say

The sound /l/ at the end of a word can be spelled in different ways:

1


article

2


tunnel

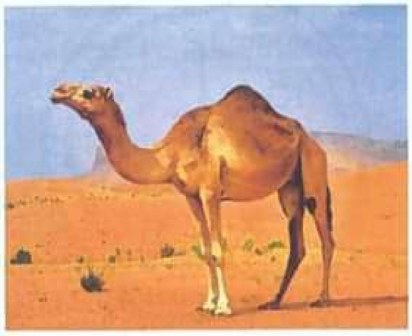
3


hospital

2 Listen and say. Underline the /l/ sound


vehicle


musical


camel

3 Listen and say. Complete with *–le*, *-el* or *-al*

I read an artic...
about a music...
cam... that can drive
a vehic...!



Phonics: the *-le*, *-el* and *-al* endings



4 Writers use a keyboard to write magazines and newspapers. Look and write

space bar	enter
shift	numbers



(1) .... (2) .... (3) .... (4) ....



5 Practice typing your name



CLIL
Making newspapers

1 Look and read. What five things are important for making a newspaper?



How are newspapers made?

Making a newspaper is very hard work. **Journalists**, **editors** and **layout specialists** have to work very quickly as a team to get the whole newspaper ready in one day.

The five areas that have to work together are news, stories, advertising, **production** and **distribution**.

News

Journalists find out the important and exciting things that are happening every day. Some journalists work in the local area of a town or city. Others can travel all over the world. They try to learn as many facts as they can about an event, and **interview** people who know about it. Then they write the news story and send it to the **editor**.



Stories

Lots of newspapers have articles and stories about general events. These can give people's opinions about the news and events that are happening in the world.

Advertising

Lots of people read newspapers, so it is a good place for businesses to advertise. Newspapers need to have advertisments in them, because they make money from selling space on the page. All the advertisments have to be ready on time to go in the newspaper.

Making newspapers



Production

When the files are ready, they are sent to the **printing press**. The pages of the newspaper are made into an image on a thin metal plate. Then big **rolls** of paper go through machines over the metal plates. The newspaper is printed!

The printers work all night and make lots of copies of the newspaper. Some modern printers can make 70,000 copies an hour!



Distribution

The newspapers are packed overnight and they are sent to shops all over the country for people to buy in the morning.



Writing: Descriptive paragraphs



2 Read again and match

1 An editor
2 The printing press
3 A journalist
4 A layout specialist
5 Distribution

a is packing newspapers and sending them to shops.
b finds out important things that are happening and writes about them.
c is where newspapers are printed.
d who decides what stories go into a newspaper.
e is the person who decides what the newspaper should look like.



3 Choose one of the five main areas and answer the questions. Write a paragraph.

What happens? | Why is it important? | What happens next?

....
....
....
....
....
....
....
....

Tip!
Spend some time thinking of the topic of your paragraph. Write down all details that come to your mind. Arrange the details to follow a logical order. Write a topic sentence, supporting details and a concluding sentence. Try to link each sentence to the one that comes before or after it.

Media: Sources of news



1 Look and read

Where do we get our news from?
Why is it good to be able to learn the news quickly?

Journalists travel all over the world to **report** the news, and we can get the news from lots of different places.





Newspapers

I'm Bella. My parents buy a newspaper every day. They read the **main** news stories and lots of other articles. There is news about sports, too. It's very interesting and there is a lot to read.





TV news

I'm Adam. In our family, we watch the news on television. It is **live** – it is happening at the same time as we watch it. The news can sometimes change very quickly, and on TV we can find things out straight away. **Newsreaders** present the news and we can watch videos from different places around the country and the world.



Radio news

I'm Gamila. My mom likes listening to the news on the radio when she is in her car or at home. The **radio presenters** explain everything very clearly. Sometimes people can phone in and ask questions or say what they think in a radio program. It's interesting, but I like listening to music in the car!







Social media

I'm Aser. My older sister reads the news on her phone. It is **updated** very quickly, and you can find out what different people think about a news story. Sometimes people can share stories on **social media** that aren't true, so it's useful to know where a story comes from.

2 Read again and match

1 newspapers
2 TV
3 radio
4 social media

a you can read this on a smartphone and it is updated very quickly
b you can read news stories and other articles
c you can listen to presenters and other people on news program
d you can watch this live and see videos from all over the world

3 What do you think is the best place to learn about the news? Why?

Reading:
Be an editor!

1 Match the headlines to the news stories

1. Rain, Rain, Rain
2. Return of the Champions!
3. A Win for Medicine
4. Space Discovery

a There were problems in Madrid and Barcelona today after heavy rain. There were floods in parts of the cities and cars were damaged … ☐

b Scientists at the university have spoken about their exciting work in space exploration. 'We think we have found a new planet, about the same size as Earth,' said Dr Fahmy … ☐

c The Women's Soccer Team came back yesterday from their competition in France. They won all three of their matches. I spoke to the team captain. 'We're so happy,' she said … ☐



d Doctors and scientists celebrated today after a new medicine was discovered to protect from heart disease. 'This will really help our fight against dangerous illnesses,' said Dr Hassan... ☐

2 Look at the photos and write the headline from Exercise 1

1 ....



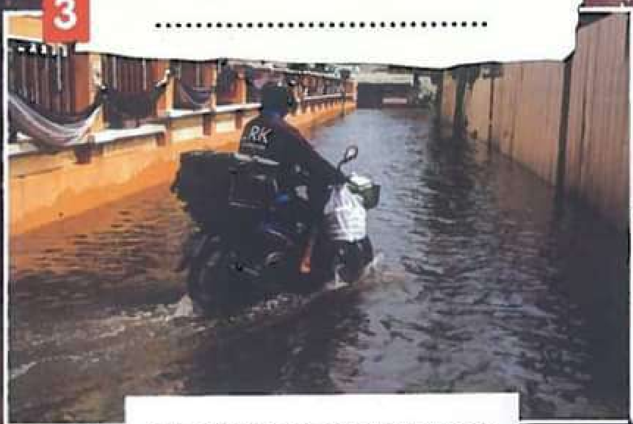
....

2 ....



....

3 ....



....

4 ....

....

3 Write captions for the photos

4 Choose one of the stories and write more information

....

....

....

....

....

....

Project:
Write a news story

You will need:


photos or pictures of yourself


colored pens and paper



glue



a blank newspaper

Events in class | Events where you live | Sports events
Exciting news from around the world | Extreme weather



1 Choose an idea for your story. You can use the ideas in the box, something from this unit, or your own.



A Fantastic Tortoise!

2 What happened? Make notes on what happened and when it happened.

Omar visited the zoo on Friday.
He saw a giant tortoise...

A Friday visit to the zoo





3 What picture can you put with your story? Find an image or draw.

When he went home, he made a tortoise cake like the one he saw in the zoo...

4 Write your story and put the picture in a newspaper template. What else does it need? Think and write.

headline	captions
byline	picture



5 Remember that a copy editor always checks a story – swap your work with a friend to check.

6 Show and tell

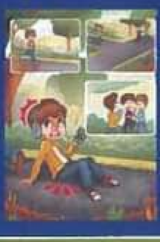


Language: *This is an interesting article about how I saw a tortoise at the zoo. When I went home, I made a tortoise cake...*

Self Assessment



Read and color the stars that describe your effort

Reading and speaking 	I can read about how newspapers are made. ☆	I can say how newspapers are made. ☆☆	I can talk about each step in making newspapers and about the ways we can get news. ☆☆☆
Writing 	I can answer questions on a reading or listening text. ☆	I can write simple texts on a given topic. ☆☆	I can write a simple descriptive paragraph using correct punctuation marks. ☆☆☆
Phonics: *-le*, *-el* and *-al* 	I can recognize that words with the 'l' ending can have different spellings. ☆	I can identify the different spellings of words with the 'l' ending. ☆☆	I can find and use words with different spellings of the 'l' ending. ☆☆☆
Language use 	I can understand how we talk about actions that were in progress in the past. ☆	I can talk about actions that were in progress in the past. ☆☆	I can talk about actions that were in progress in the past in my day. ☆☆☆
Life skills, values and CLIL 	I can identify different sources of news. ☆	I can identify different sources of news and say what is good about them. ☆☆	I can talk about my favorite sources of news and say why I like them. ☆☆☆
Project 	I can recognize the different parts of a newspaper story. ☆	I can follow instructions to create the different parts of a newspaper story. ☆☆	I can make a newspaper story and talk about it. ☆☆☆

Review 4

1 Look and write

magnet	pole	laptop	~~compass~~	mouse	needle	email	keyboard

1 ..compass..

2 ....



3 A compass needle is a .... It points to the north ....

4 ....



5 ....

6 A laptop has a keyboard and it sometimes has a .... You can use it to send an ....

2 Listen and number

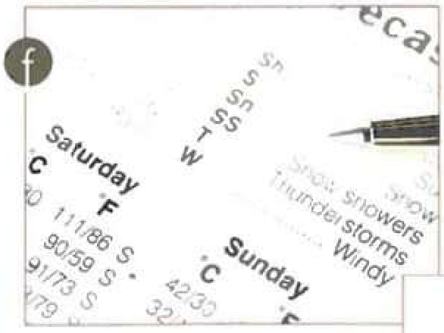
a


b


c


d


e 1


f


Reading

3 Read and complete

magnetic field	~~typewriter~~
caption	radio

1 People could use this to write letters before computers were invented. ..typewriter....

2 This tells you about a photo in a newspaper or book. ....

3 The area around a magnet which can attract or repel some metal objects. ....

4 You can listen to this in the car or at home. ....

4 What was happening? Look and write



they / balance / on a wall

They were balancing....

on a wall.....................



they / navigate / in forest

....

....



ball /roll down/ the / hill

....

....



she / bounce / a ball

....

....



the magnet / attract / the metal

....

....



he / hit / tennis / ball

....

....

1 Read and complete

1 If you send your letter to the newspaper, the editor will ....read........ (read) it.

2 A rubber ball won't break if you .... (drop) it.

3 If you .... (hit) the ball, it will land over there.

4 Will this ball roll down the slope if I .... (push) it?

5 If you put two south ends of magnets together, they .... (repel) each other.

6 If you put a magnet on a wooden toy, the magnet .... (not pick) it up.

2 Read, order and write

1 

are / Newspapers / in / store / this / sold

....

....

2 

by / Articles / chosen / editor / the / are

....

....

3 

every day / sent / Billions / emails / are / of

....

....

4 

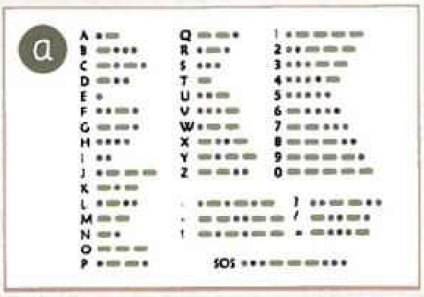
hard drive / is / Information / the / stored / on

....

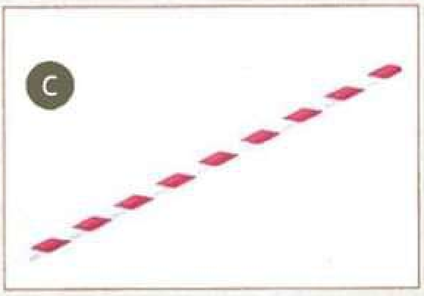
....

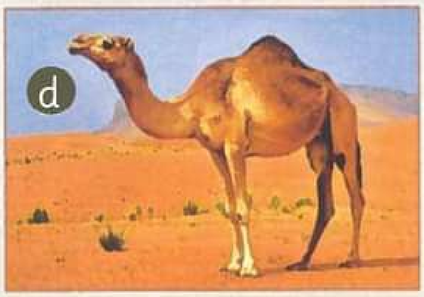
3 Complete the words. Match, listen and say

1 str_ _
2 cam_ _
3 hospit_ _
4 M_ _se Code

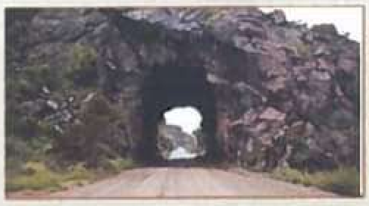
a


b


c


d


4 Listen, complete with *el, le, al* or *au* and say



1 There's a tunn.......... through the mountain.



2 Judy is very music.......... .



3 That's an unusual vehic ....



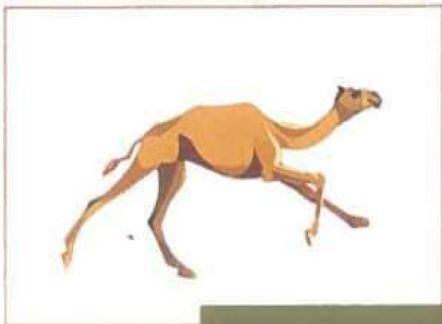
4 Can your phone play an ....dio message?

5 Write and say

camel ~~draw~~ giraffe draw energy bandage



I can ...draw.........a ....
with a.................... on its leg.
Now .... a ....
with lots of ....!



CONNECT READING ADVENTURES

Nesma's Invention

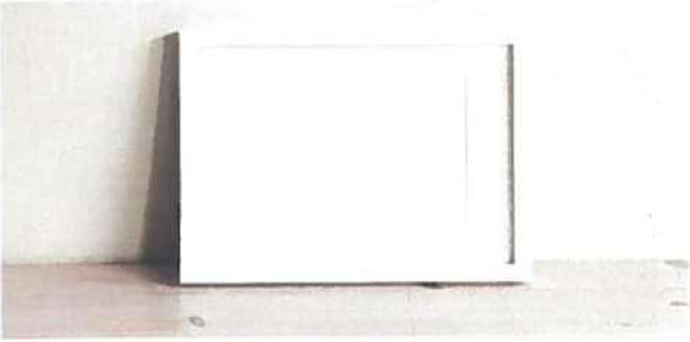


BY NICOLA GARDNER

ILLUSTRATED BY MONA MOHAMED NAGY



Picture Dictionary



frame

A frame is a piece of wood or metal around the edges of a picture, window, mirror, etc.



judges

Judges are people who decide who is the winner of a competition.



earthquake

An earthquake can damage buildings.



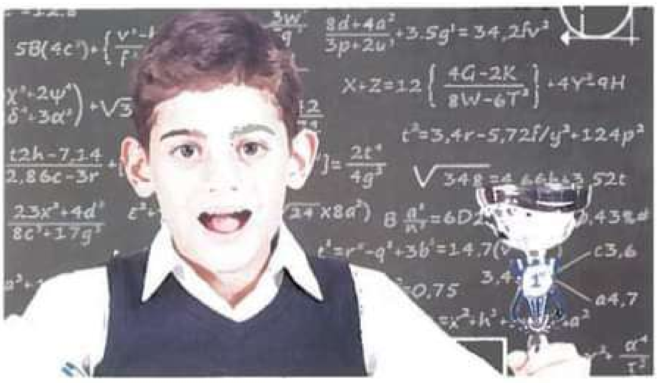
inventor

An inventor makes new things. These are called inventions.



motor

A motor uses electricity to make things move.



prize

You can win a prize in a competition.

Picture Dictionary



solar panel

This changes energy from the Sun into electricity.



spring

A long thin wire in a tight circle. It can move and store energy.



upside down

The top is turned to the bottom.



wire

A strong, thin piece of metal.



newsletter

A short written report.



invention

Something completely new that has just been thought of or made.



Picture Dictionary



take part

To take part in something means to join.



navigate

To navigate is to decide which direction a ship or car should go in.



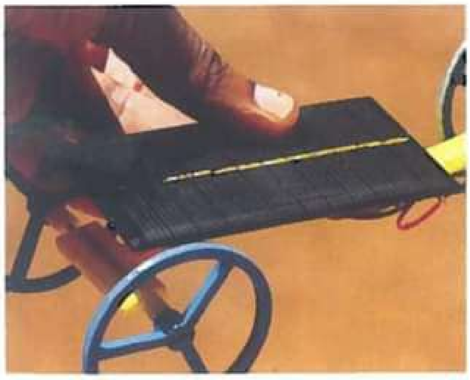
brilliant

Someone who is brilliant is very clever.



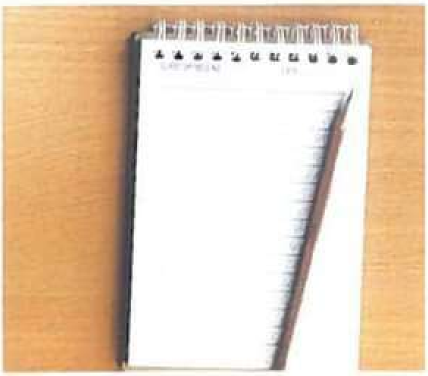
solar energy

Solar energy is energy produced using the sun.



panel

This is a piece of material made to form part of a surface.



note

These are a few words written down to help you remember something.



science equipment

These are things that we use for a science experiment.



Nesma was reading the school **newsletter** when she saw an advertisement. There was a competition for the best **invention**.

'Look, Laila,' said Nesma. 'This looks fun. I want to be an **inventor**!'



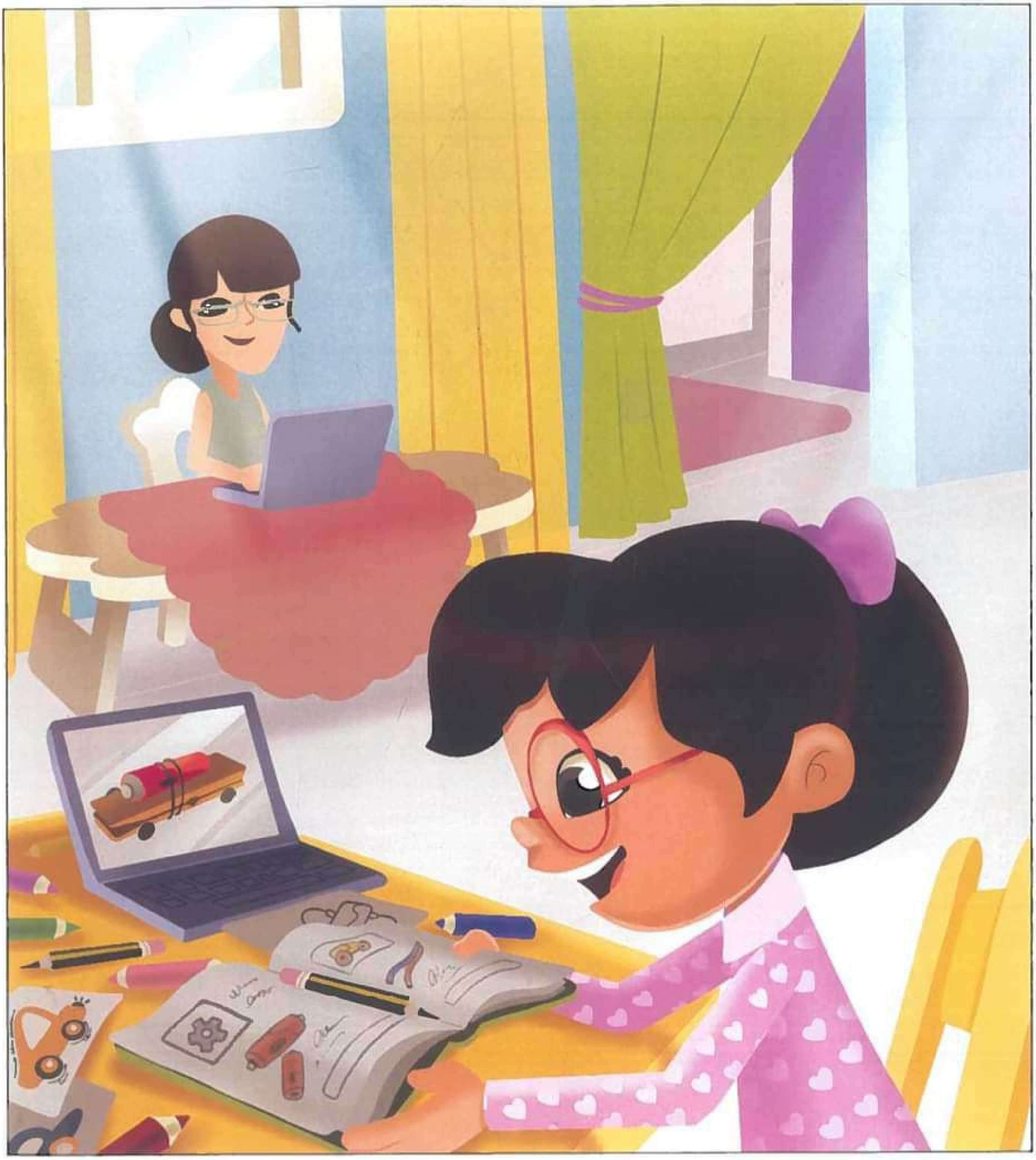
'You should **take part**,' said Laila. 'You'd be really good.'

'Look! If we win a medal, we'll get some **science equipment** for our school. That's a **brilliant** prize!' said Nesma.



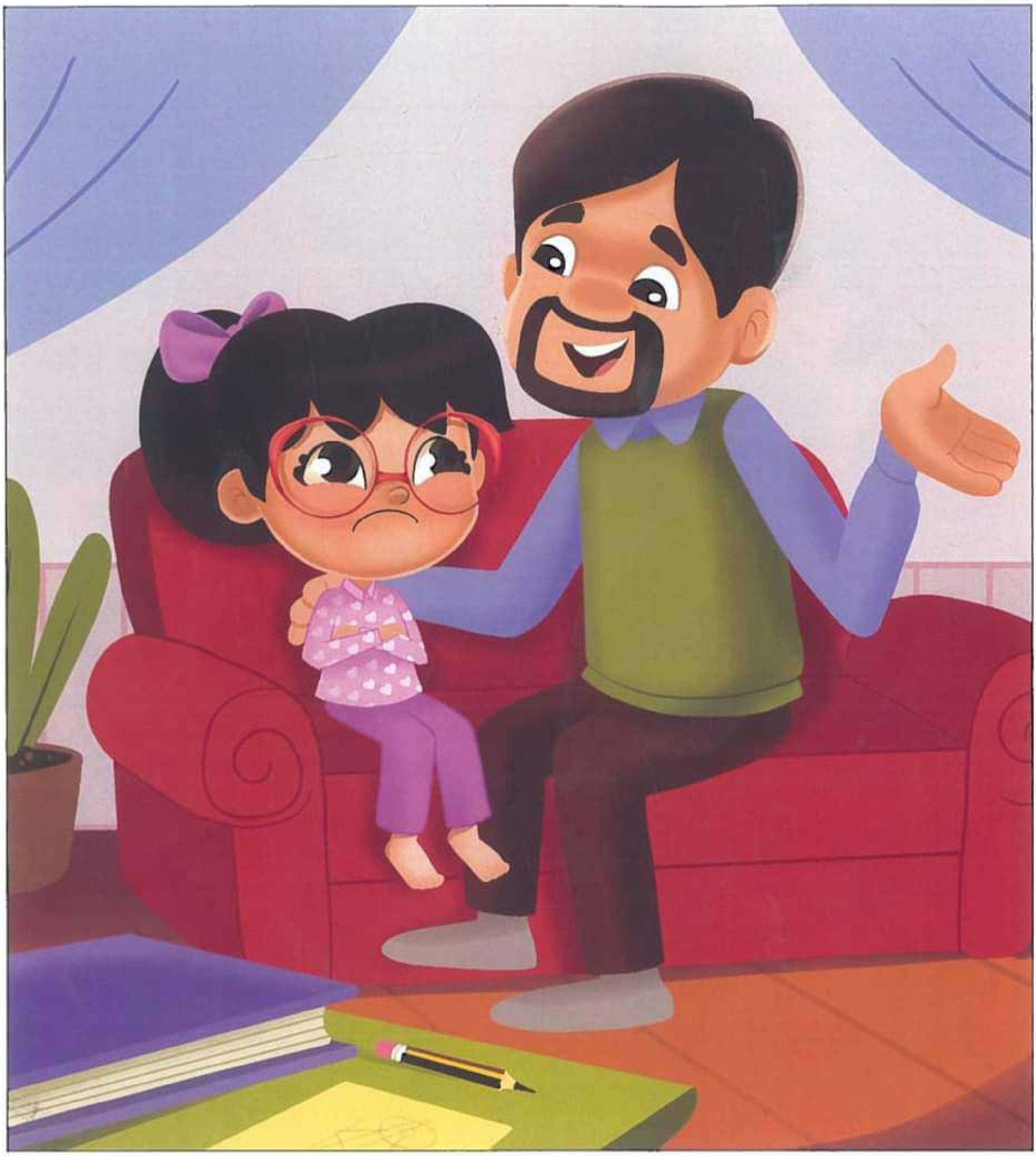
Nesma loved inventing things. She thought about the competition as she walked home.

What could she make? She could invent a toy, a vehicle, or something to communicate with people. She didn't know what to make, but she knew she wanted to take part.



At home, Nesma sat down. She looked at books and websites for ideas. There were so many amazing inventions! How could she do something new?

She took out her pens and paper, and started to draw. It was difficult.



Nesma worked for a long time, but she couldn't get her ideas right. Her dad came home from work.
'That looks interesting, Nesma,' he said. 'What is it?'
'Oh, it's a competition at school. I don't think I'll take part. I can't think of anything to make.'
Dad sat down. 'Show me your ideas,' he said.



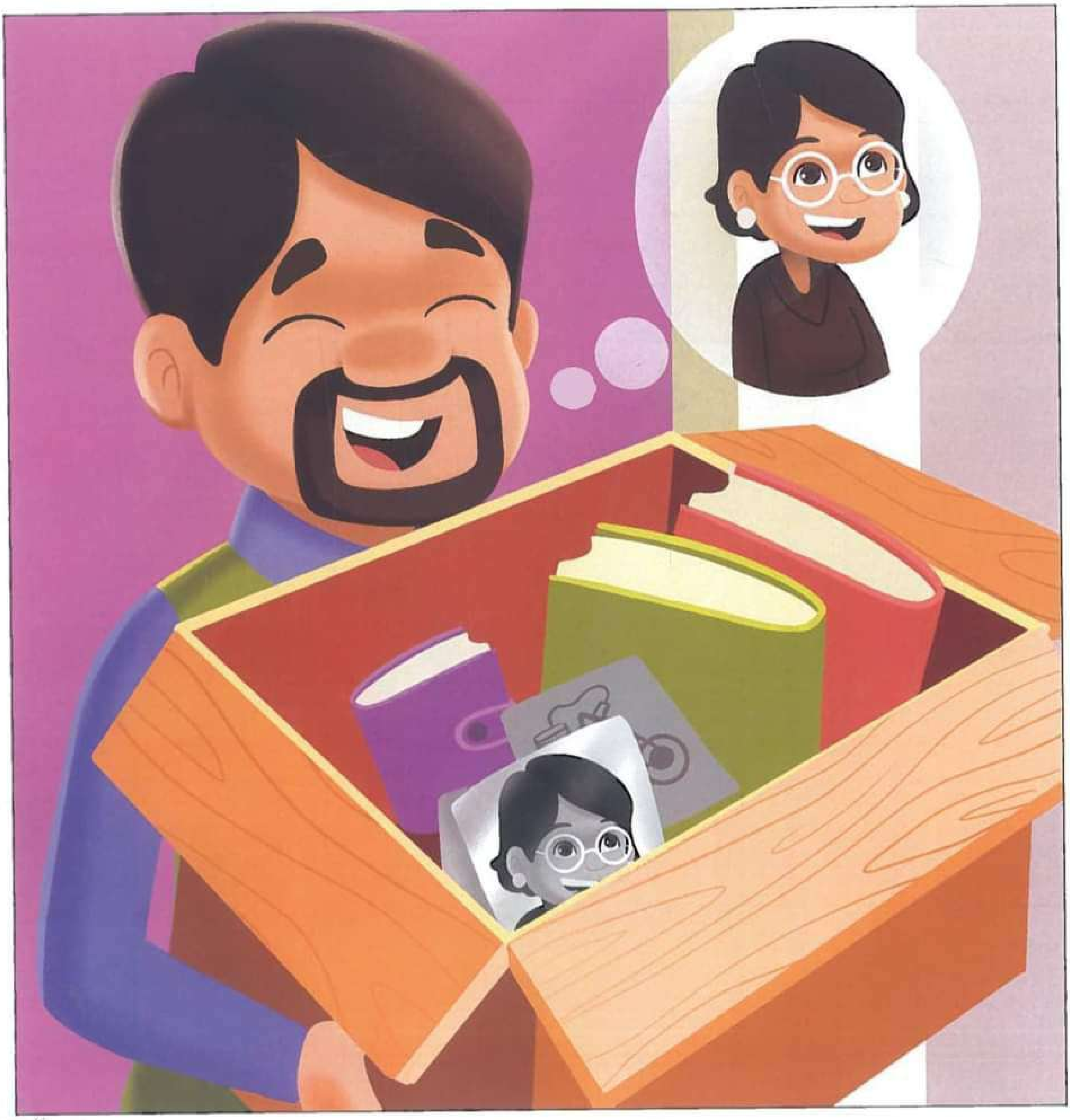
Nesma showed him the papers and drawings, but she was sad. She didn't think her ideas were very good.

For a long time, her dad didn't say anything.

Then he smiled at her.

'You know, Nesma, I know someone who used to make drawings and inventions like this.'

He stood up and went out of the room.



When he came back, he was carrying an old box.
'This box has lots of things that used to belong to my mom,' he said.
'This was Grandma's?' asked Nesma.
She looked at the box. There were letters and a diary, drawings and photos.
Grandma used to be an inventor, too!



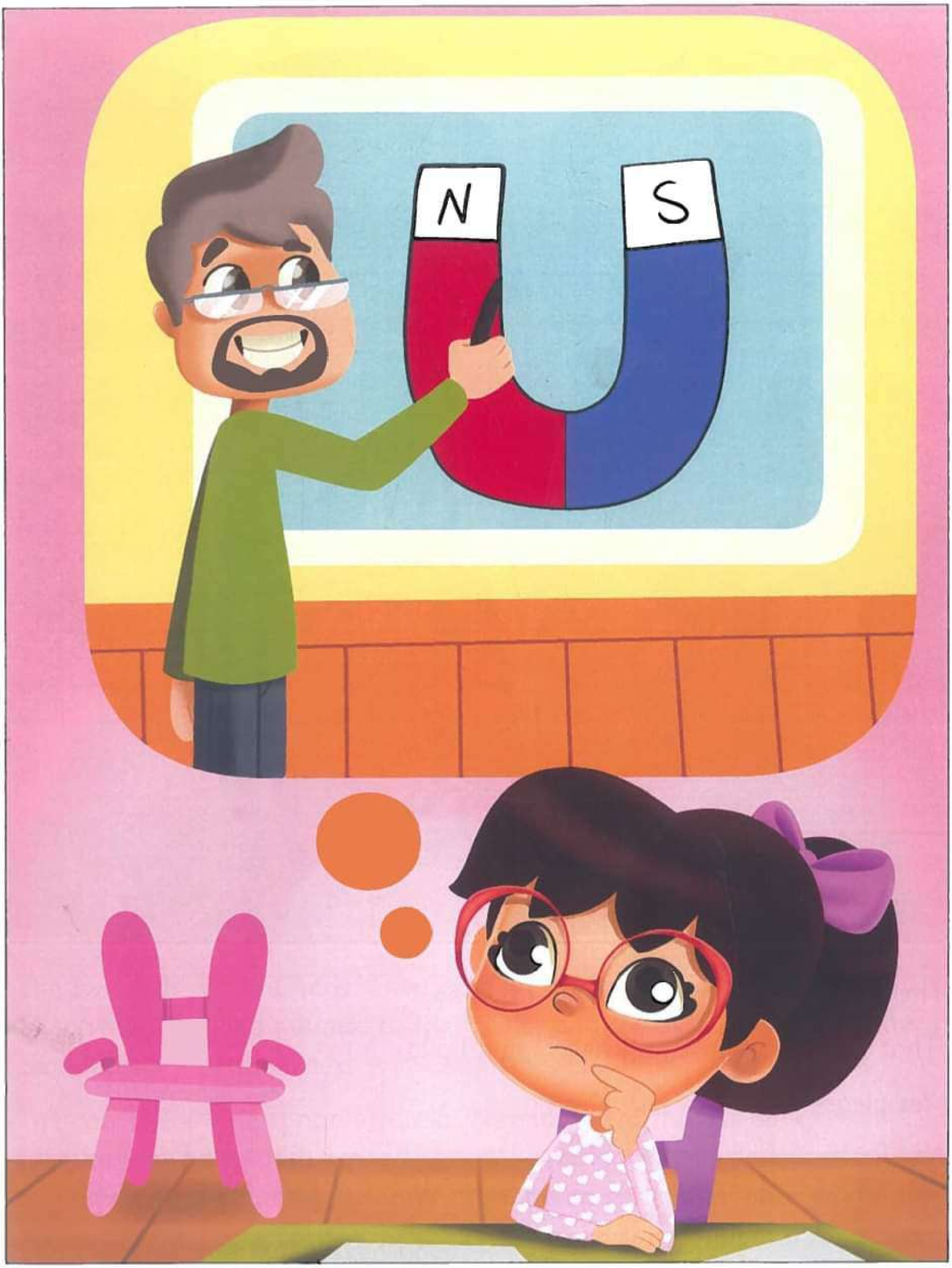
There were plans for a vehicle that used a compass to **navigate**. There was a drawing of a wheel that turned in the wind and made electricity.

Nesma found a drawing of a small toy car. It was on a track, but it was traveling upside down. Nesma was interested.



She read Grandma's **note** under the picture.

'I tried to make a car that could travel up walls and upside down. This would be amazing. If there was an ***earthquake****, roads might be damaged. Buildings might fall down and make it hard to drive. We could use this car and make a track above the ground. Rescue workers could travel in dangerous places to help people. But I couldn't find a way to make the car stay on the track.'*



As Nesma looked at the plan, she had an idea. She was learning about magnets in science lessons at school. Would that work?



The next day, Nesma told Laila her idea.

'That sounds great! Can I help?' said Laila.

'Yes please!' said Nesma.

Nesma showed Laila her plans. 'We need some thin wood for a track, and a long, thin magnet to go under it. We need a small car to go on the track, with a magnet in it.'

'I'll get the wood!' said Laila.

'Great! I'll get some magnets.'

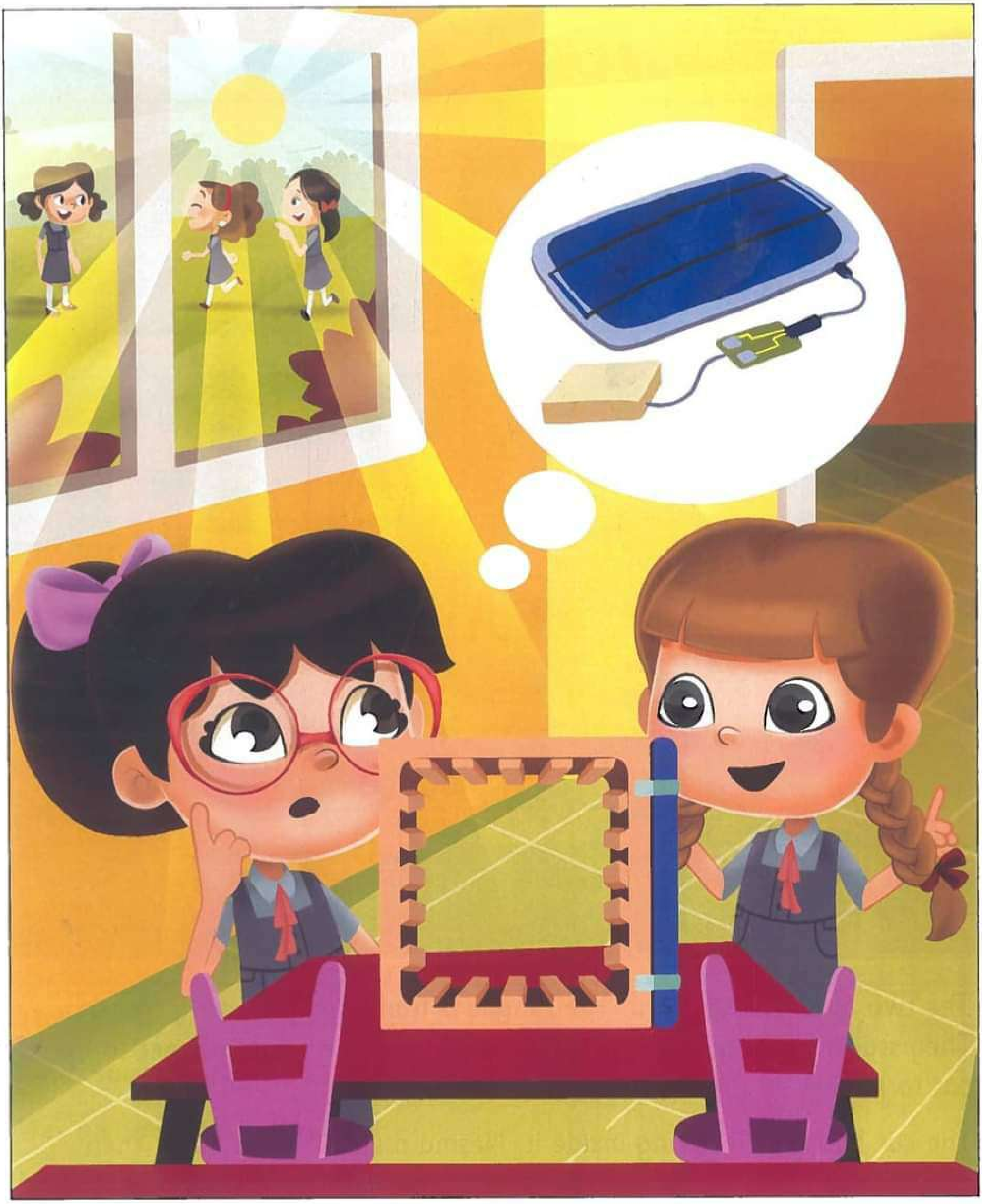


The two girls worked hard. They made a **frame** for the car to travel on. They stuck the long magnet to the frame, and the small magnet to the car to keep it on the track.

The car had a little **spring** inside it. Nesma pulled the car back, then took her hand off it. The energy from the spring turned the wheels. The car moved along the track, but it didn't travel very far.

'Why isn't it traveling?' asked Laila.

Nesma thought. She was worried. 'It isn't fast enough,' she said.



They looked at the model. What could they do? The sun was shining through the window, and lots of children were playing outside. Suddenly, Nesma had an idea.

'It needs more power!' she said. 'We can use **solar energy!**'



Nesma asked her mom to help her find the things they needed.

Her mom looked on the internet and found a small, cheap **panel** and a **motor**. They were perfect. Nesma put the motor on the car and attached it to the wheels. Then she put the panel on the car and used **wires** to connect it to the motor.



The friends tried again. They put the car in the sun, then started the motor. It worked! They watched happily. The car traveled along, up, and upside down!

'It's so clever! Well done, Nesma,' said Laila.

'Thank you for helping! It's fantastic.'



On Thursday, the girls were at the competition. There were lots of children from schools around the city.

'Are you excited?' asked Laila.

'Yes, but I'm nervous, too,' said Nesma.

They looked at the other inventions. There were some amazing ideas and models.



'Look, there's a model of a house that uses wind to keep warm.'

'And there's a machine that can help a farmer get water to lots of animals.'

'There are some great inventions here. I'm happy we came,' said Nesma. 'I'll write a diary about it when I get home, just like my grandma!'



The girls were busy talking about the inventions. They didn't see the **judges** standing next to them. They were looking at the model car and smiling.

'Well done!' said the judges, and the girls looked at them. There was a medal on their car!

'We've won a prize!' said Laila.



1 Read and complete

Down:

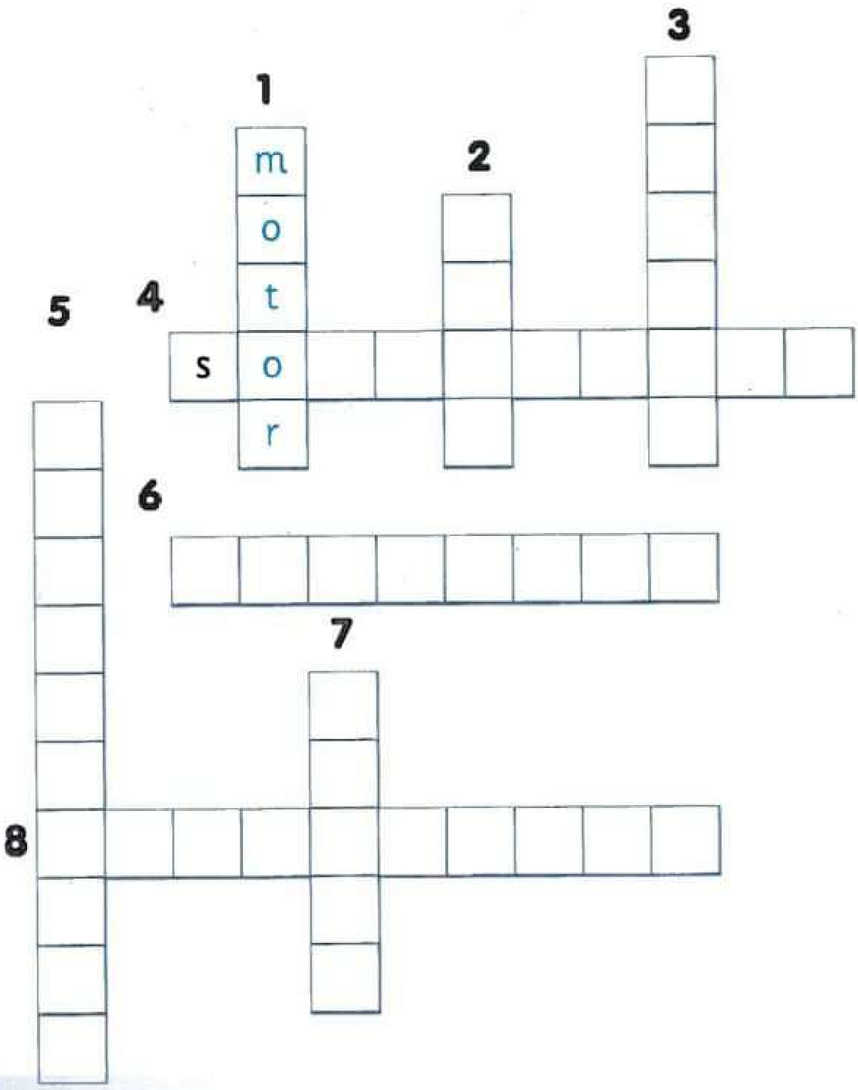
1 This uses electricity to make things move.

2 A strong, thin piece of metal.

3 A long thin wire in a tight circle.

5 This can damage buildings.

7 You can win this in a competition.



Across:

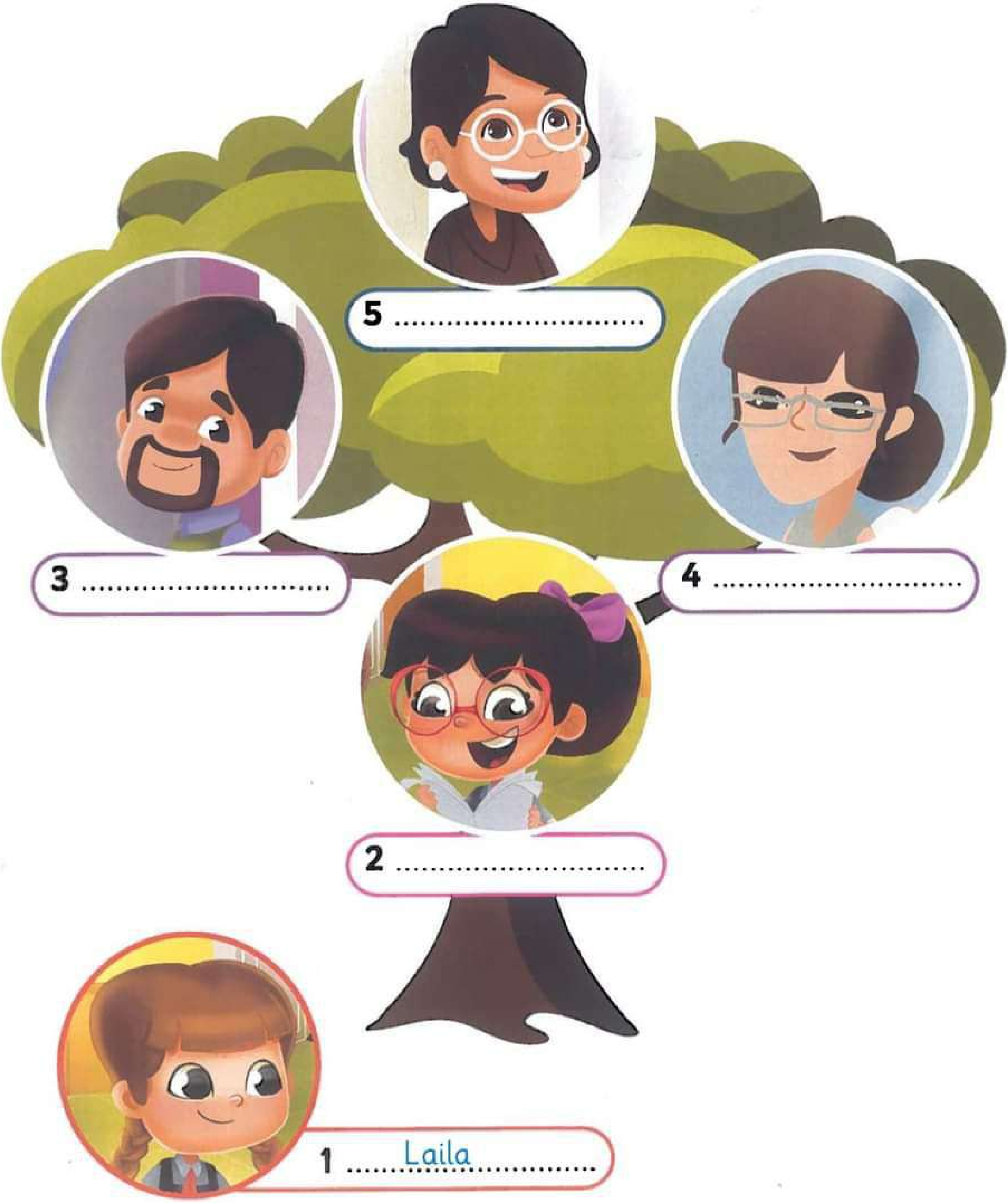
4 This changes energy from the Sun into electricity.

6 This person makes new things called inventions.

8 When the top of something is turned to the bottom.

2 Look and write

Mom	Dad	Nesma	~~Laila~~	Grandma





3 Look and number



'I want to be an inventor!'



Dad sat down. 'Show me your ideas,' he said.



I couldn't find a way to make it work.



The next day, Nesma told Laila her idea.



'Are you excited?' asked Laila.



Nesma found a drawing of a small toy.



'We can use solar energy!'



There was a medal on the car!



'It's so clever! Well done, Nesma.'



'Why isn't it traveling?' asked Laila.

4 Read and write *T (true)* or *F (false)*

1 Nesma read about the competition on the school website. ....False........

2 The prize will help the school. ....

3 Nesma knew that she wanted to make a toy. ....

4 Nesma showed her ideas to her dad. ....

5 Nesma's dad showed her a box of his drawings and plans. ....

6 Grandma found a way to make the car travel upside down. ....

7 Nesma thought that magnets could make the car stay on the track. ....

8 At first, the car wasn't fast enough. ....

5 Read and match

1 Nesma wanted to be
2 Nesma didn't know
3 Nesma couldn't
4 Nesma looked
5 Nesma had
6 Nesma asked

☐ **a** what to make.
☐ **b** at her grandma's drawings.
☐ **c** an idea about magnets.
1 **d** an inventor.
☐ **e** her mom to help her find things.
☐ **f** get her ideas right.

6 Look and match

1 I can't think of anything to make.

2 You should enter. You'd be really good.

3 I know someone who used to make drawings and inventions like this.

4 Well done!

5 This was Grandma's?

6 I'm happy we came.

a


b


c


d


e


f


7 Who said or wrote it? Read and write *Nesma, Laila, Dad,* or *Grandma*

1 'If we win a medal, we'll get some science equipment for our school.'
....

2 'I tried to make a car that could travel up walls and upside down.'
....

3 'That sounds great! Can I help?' ....

4 'This box has lots of things that used to belong to my mom.'
....

5 'It needs more power!' ....

6 'We've won a prize!' ....

8 Read and answer



1 Why did the girls use magnets?

....

2 How did they make the car move at first?

....

3 Why didn't the car go round the track?

....

4 What did Nesma decide to do to help the car move faster?

....

....

9 Read and correct the bold words. Write the correct sentence

1 Nesma **talked** about the competition as she walked home.

....

2 Nesma **drew** for a long time, but she couldn't get her ideas right.

....

3 They were learning about **motors** in Science.

....

4 Nesma asked her mom to help her **make** the things she needed.

....

5 They put the car in the **water**, then started the motor.

....